

**The Heinz College**  
**Organizational Design and Implementation**  
**94-700**  
**Fall 2024, Mini 2**

<<TENTATIVE SYLABUS, SUBJECT TO CHANGE>>

**Instructor: Professor Anna Mayo**

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Office: Hamburg Hall 2203

Office Hours: TBD; or by appointment

**Class Time and Location**

Section R2, Mondays & Wednesdays, 9:30am -10:50am, Hamburg Hall TBD

Section P2, Mondays & Wednesdays, 11:00am -12:20pm, Hamburg Hall 2009

Section O2, Mondays & Wednesdays, 3:30pm - 4:50pm, Hamburg Hall 2008

**Course Learning Objectives**

This course is designed to improve your effectiveness as an organizational member and leader by introducing you to a variety of frameworks and tools that you can leverage in your own work. This course will draw from over a century of research on organizational behavior, psychology, economics, sociology, and more to provide an evidence-based foundation of knowledge about how people, teams and organizations function. The course will cover this content via readings, videos/podcasts, case analyses, in-class exercises, and class discussions. By the end of this course, students will be better able to:

- make better decisions;
- design, launch, and lead a team;
- navigate conflict, diagnose power, and influence others;
- identify and use organizational structures to support motivation and coordination;
- map and use informal networks; manage their own networks;
- recognize culture and adapt to different contexts; and
- implement change.

**Required Course Materials**

This course uses a variety of articles and chapters, cases, and podcasts that are available on Canvas. Materials for in-class exercises will be provided during class sessions.

### Course Summary

Class	Preparation	In-Class Activity (No Prep Needed)	In-Class Quiz	Homework	Takeaway
October 21 <i>Intro to ODI; Decision Making 1</i>	<p>[Listen] <a href="#">Daniel Kahneman Doesn't Trust Your Intuition</a> (2023) [36 mins]</p> <p>[Read] The Hidden Traps in Decision Making (Hammond et al., 2006) [20-30 mins]</p> <p>[Read] Making Dumb Groups Smarter (Sunstein &amp; Hastie, 2014) [17-25 mins]</p>				How to limit bias and make better decisions
October 23 <i>Decision Making 2</i>		Hiring at DXHD		<u>Individual</u> Homework (1) <b>Due Sunday</b> – DXHD Case Report	
October 28 <i>Teams 1</i>	<p>[Read] Leading Teams (Bernstein, 2016, <b>only pages 3-31</b>; <i>optional</i>: pages 32-40) [40-60 mins]</p> <p>[Listen] <a href="#">Rethinking our work agreements with Mike Brevoort</a> [40 mins – start at 2:51, run through 42:22]</p>				How to design, launch, and lead a team
October 30 <i>Teams 2</i>		FlyZone  Project Teams Assigned		<u>Individual</u> Homework (2) <b>Due Sunday</b> – Taran Swan at Nickelodeon Case Report	
November 4 <i>Conflict, Power and Influence 1</i>	<p>[Listen] <a href="#">Navigating Conflict</a> (2019) [34 mins]</p> <p>[Read] The Fundamentals of Power (Battilana &amp; Casciaro, 2021; pp. 1-17) [20-30 mins]</p> <p>[Listen] <a href="#">The Truth about Honesty</a> (2023) [60 mins]</p>				How to navigate conflict, diagnose power, and influence others
November 6 <i>Conflict, Power and Influence 2</i>		Difficult Conversations		<u>Team</u> Contract <b>Due Sunday</b>	

Class	Preparation	In-Class Activity (No Prep Needed)	In-Class Quiz	Homework	Takeaway
November 11 <i>Organizational Design and Organizing 1</i>	Prep for Quiz  [Listen] <a href="#">Why Meetings Suck and How to Fix Them</a> (2023) [33 mins]  [Listen] <a href="#">A Simple Way to Inspire your Team</a> [19 mins]  [Read] On the Folly of Rewarding A while Hoping for B (Kerr, 2017) [13-20 mins]		<b>Quiz 1</b>		How to identify and use org. structures to support coordination and motivation
November 13 <i>Organizational Design and Organizing 2</i>	Submit Team Meeting Agenda <i>Before</i> Class	Team Meeting		<u>Team Meeting Agenda Due BEFORE CLASS</u>  <u>Team Meeting Notes Due Sunday</u>	
November 18 <i>Informal Networks 1</i>	[Read] Informal Networks (Krackhardt & Hanson, 2011) [17-25 mins]  [Read] Better People Analytics (Leonardi & Contractor, 2018) [17-25 mins]				How to map and use informal networks; how to manage your own network
November 20 <i>Informal Networks 2</i>		In-Class Network Activity		<u>Individual Homework (3) Due Sunday</u>	
November 25 <i>Culture</i>	[Listen] <a href="#">What's your Leadership Language?</a> [15 mins (less if skipping ads)]	Card Game			How to recognize culture and develop your global dexterity
November 27	NO CLASS – THANKSGIVING BREAK				
December 2 <i>Change</i>	[Read] Leading Change: Why Transformation Efforts Fail (Kotter, 2007) [17-25 mins]  [CASE] Cynthia Carroll [40-50 mins]	Collectively Analyze the Cynthia Carroll Case with respect to the Kotter Change Model			How to implement change
December 4 <i>ODI Wrap</i>	Study for Quiz [no other prep]		<b>Quiz 2</b>		
December 11	TEAM FINAL REPORT DUE				

### Assessment Overview & Details

Week	Assessment		
1	HW1		
2	HW2	(Teams Assigned)	
3		Team Contract	
4		Quiz 1	Team Meeting (a) Agenda & (b) Minutes
5	HW3		Participation
6			
7		Quiz 2	
Finals Week		Team Final Report	
	45%	20%	25%
			10%

**I. Class Participation** (10% of final grade)

*In-person **attendance** is expected in all class sessions. If you are facing extenuating circumstances, please contact me ahead of the relevant class session to discuss options.*

I have a few baseline expectations. I will be respectful of you by arriving to each class prepared and **on time**; I expect you do the same. Preparation includes reading/listening to the **assigned readings and podcasts**. I also expect everyone to **participate in class-based activities**. Doing these things will achieve my baseline expectation and would earn average marks.

Beyond that baseline, higher marks can be earned via participation in class discussions. This can be in the form of questions about or reactions to material being presented, contribution to a debrief of an in-class exercises, or other contributions to in-class discussions. Sharing your questions, knowledge and experience will benefit the whole class. Constructive contribution to the class discussion and genuine listening to others is an important element of class participation. **Keep in mind that high-quality participation in class discussions is the goal, not high quantity of airtime.**

**II. Individual Homework** (each homework is worth 15% of your final grade, for a total of 45%)

**1. Homework 1: Hiring at DXHD Case Report**

This assignment calls for a structured case report, wherein the case is your personal experience with an in-class exercise. The exercise itself, “Hiring at DXHD,” will give you experience with individual and group decision making. Your assignment is 1) to analyze what happened based on course content about *\*individual\** decision making and 2) to imagine that you are making a similar decision in the future and generate evidence-based recommendations for yourself. You will then repeat those steps while thinking about *\*group\** decision making. There is a template on Canvas to follow that includes specific questions and offers a few example responses as a guide.

**NOTES:**

1. You must cite ideas that are not your own and include an reference list (not counted in the page limit; [details available here](#)). Failure to do so violates the academic integrity policy. At a minimum, this will result in the loss of one letter grade on the assignment.
2. You must include an AI appendix (not counted in the page limit; [examples here](#)). Failure to do so will result in the loss of one letter grade on the assignment.

This assignment is due on Canvas by **Sunday October 27, 11:59pm**.

## 2. *Homework 2: Taran Swan at Nickelodeon Case Report*

This assignment calls for a structured case report, wherein the written case is called “Taran Swan at Nickelodeon.” Your assignment is 1) to analyze Swan’s experience with respect to the team design, launch, and ongoing management, and 2) to generate evidence-based recommendations for Swan given her current situation. There is a template on Canvas to follow that includes specific questions and some example responses.

### NOTES:

1. You must cite ideas that are not your own and include an reference list (not counted in the page limit; [details available here](#)). Failure to do so violates the academic integrity policy. At a minimum, this will result in the loss of one letter grade on the assignment.
2. You must include an AI appendix (not counted in the page limit; [examples here](#)). Failure to do so will result in the loss of one letter grade on the assignment.

This assignment is due on Canvas by **Sunday November 3, 11:59pm.**

## 3. *Homework 3: Jack Kirby and the Gotham City Museum Case Report*

This assignment calls for a structured case report, wherein the written case is a fictional news article. Your assignment is 1) to analyze Kirby’s failed initiative with respect to the role of his network, and 2) to generate evidence-based recommendations for Kirby as if he were embarking on a similar initiative in the future. There is a template on Canvas to follow that includes specific questions. No example responses are provided; you should build on your learnings from homeworks 1 and 2.

### NOTES:

1. You must cite ideas that are not your own and include an reference list (not counted in the page limit; [details available here](#)). Failure to do so violates the academic integrity policy. At a minimum, this will result in the loss of one letter grade on the assignment.
2. You must include an AI appendix (not counted in the page limit; [examples here](#)). Failure to do so will result in the loss of one letter grade on the assignment.

This assignment is due on Canvas by **Sunday November 24, 11:59pm.**

## III. *Quizzes* (Each quiz is worth 10% of your final grade, for a total of 20%)

1. **Quiz 1** will be administered at the start of class on **November 11**. It will cover material on: decision making; teams; conflict, power and influence. All podcasts, readings, and course slides are relevant. (I will not expect you know details about the Taran Swan case).
2. **Quiz 2** will be administered at the start of class on **December 4**. It will cover material on: organizational design and organizing; informal networks; culture; change. All podcasts, readings, and course slides are relevant. (I will not expect you know details about the Cynthia Carroll case.)

Both quizzes will be closed-book and multiple choice.

IV. **Team Project. (There are multiple milestones, including a final report, totaling 25% of your final grade)**

**Project Description**

**Overview of the team project:** The purpose of this project is to identify a real-life organizational problem and demonstrate your ability to apply course concepts and theories to solve it.

Each team will do one of the following: *either* a) identify someone to interview (i.e., your “informant”) about their work and develop a case report about an organizational problem they face, *or* b) identify an ongoing current event and develop a case report about the organizational problem that is unfolding (more details below).

**Collecting data:**

***If you choose to interview someone to develop your case,*** then I encourage you to leverage your network – connect with a former colleague, friend, family member, or Heinz student who is actively working. For instance, imagine you knew Taran Swan, from the Taran Swan at Nickelodeon case; based on your interview you could identify the main problem, provide an analysis of the team issues that explain the problem, and offer recommendations (much like you did in Homework 2).

You will most likely be gathering qualitative data (e.g., interview data). If quantitative data is available for your analysis, that is welcome, too. You can also supplement your informant’s information using any publicly-available data (white papers, annual reports, news stories).

***If you choose instead to base your case on an ongoing current event,*** then I encourage you to find multiple relevant news stories, white papers, etc. to develop your case. If you select this path, you must choose one (1) person involved in the ongoing events and write the case such that your recommendations are for that one person.

**Deliverables**

1. **Team Charter (5% of your final grade):** in class on October 30, your team will be assigned and given time to start work on a team charter. The template to follow is available on Canvas. All questions should be answered.

Team charters (one per team) are due by **November 10** at 11:59pm.

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2. **Team Meeting Agenda (2.5% of your final grade):** Meetings are a basic coordinating mechanism in organizations, but they can be terribly ineffective. Meeting agendas can make meetings better, if done well. This assignment is designed to give you experience with the process of crafting an effective agenda (and facilitate your team’s work).

Your team will be given time to meet in class on November 13. Before this meeting you will learn about what makes a meeting (and agendas) more/less effective. You should design your agenda based on that course material. A template is available in Canvas.

The meeting agenda (one per team) is due before class on **November 13**.

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3. **Team Meeting Minutes (2.5% of your final grade):** Building on the above assignment, meetings can be a waste of time if no one remembers what happened during them and the team later has to repeat its work, or team members find themselves in a conflict because they disagree about decisions that were made or who was supposed to do what and by when.

Meeting notes, therefore, can serve as an additional coordinating mechanism by creating a brief record of what was decided, what's an open question, what needs to happen next, etc.. This assignment is designed to give you experience with effective meeting documentation (and facilitate your team's work). During your in-class meeting on November 13, a team member(s) should take notes. A template is available in Canvas.

A copy of the meeting minutes is due by **November 17** at 11:59pm.

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4. **Team Report (15% of your final grade):** Based on the data you obtain (qualitative, and possibly also quantitative), you should create a case report with the following sections:

A) The Problem (5 points): Explain the informant's job context and overarching problem. This can likely be done in one or two paragraphs. Include only relevant information to leave more room for the analysis and recommendations sections.

B) Analysis (10 points): Identify *at least two* organizational issues that you believe are the critical issues contributing to the overarching problem. Offer evidence to support your claims. For instance, go beyond simply claiming that the informant is struggling to meet a deadline (the main problem) because they lack influence (the organizational issue) to include a reference to what led you to make this conclusion. Identify which issue is primary and argue why is primary.

C) Recommendations (15 points): Develop evidence-based recommendations *for your informant*. Be specific. For instance, go beyond stating that they should develop a network tie to someone powerful to instead identify exactly which person / position in the organization you think they should connect with and offer steps to do so. Also, be clear about the timeline (e.g., What should be done \*first\*? What recommendations are for the near-term, what are for the long-term?).

Your report should be specific to your informant (e.g., recommendations should be for the informant, not the organization, broadly speaking, or someone other than your informant).

You should apply the topic(s) from class that are most relevant (e.g., on decision making, teams, conflict, power and influence, organizational design, informal networks, culture, and/or change). You likely will not be able to apply everything. The strongest case reports tend to pick only the material that is most relevant given the problem identified.

**Your report should be no more than 6 pages, double-spaced, Times New Roman, 12-point font, 1" margins.** (Failure to adhere to formatting requirements will result in a substantial grade reduction.)

NOTES:

1. You must cite ideas that are not your own and include an reference list (not counted in the page limit; [details available here](#)). Failure to do so violates the academic integrity policy. At a minimum, this will result in the loss of one letter grade on the assignment.
2. You must include an AI appendix (not counted in the page limit; [examples here](#)). Failure to do so will result in the loss of one letter grade on the assignment.

The final report (one per team) is due **December 11** at 11:59pm.

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**5. Peer Evaluations (\*individual\* completion of this evaluation is necessary to receive a grade on your team report):**

Teams are most effective when there is accountability at the team *and individual* level. And you are best suited to evaluate the level of each teammate's contribution. Therefore, each of you should *\*privately\** evaluate each teammate's contribution using a form in Canvas. Responses may be used to adjust individual scores on the team report.

Peer evaluations (completed individually) are due by **December 12** at 11:59pm.



## Policies and Course Statements

### Policy on Late and Missed Work

It would not be fair to all students to accept late work after releasing grades and feedback. I also want to provide timely grades and feedback on assignments. Thus, unless otherwise discussed with a student ahead of time, I will accept assignments for up to 2 days (48 hours) after the assigned deadline. Each day that it is late you will be eligible for one lower letter grade (i.e., a submission that is turned in within one day of the submission is eligible for a max score of B+; if turned in within two days of the submission it is eligible for a C+). After two days the work will not be accepted. Missed assignments cannot be made up. If you anticipate this being a challenge, please contact me early in the semester.

### Policy on Re-Grading

If you wish to have your work re-graded, I require that you wait 24 hours after grades are released. You can then contest your grade and request a re-grading by emailing me ([atmayo@cmu.edu](mailto:atmayo@cmu.edu)) with *specific notes about where your submission addressed the areas in the rubric where you lost points*. Re-grading will only be considered if the latter step is taken. You have one week after the grade is released to contest the grade.

### Policy on AI

You are free to use AI for any assignment. That said, AI is a tool, and one I expect you to acknowledge. For any assignment for which you used an AI tool, you must turn in an appendix describing a) what was used and b) how it was used. Failure to do so will be in violation of the academic integrity policy.

Note: AI can be great for some things (e.g., improving writing, idea generation), but it has limitations.

- If you provide minimum-effort prompts, you'll get low quality results. Do the work to refine your prompts.
- Don't trust it! Assume there are errors. Fact-check the output and then edit/improve it. Add in references to the scientific evidence we cover in class. This will work best for topics you understand (i.e., it's hard to use for things you know nothing about.) Ultimately, you are responsible for the accuracy of your work.

### Policy on Academic Integrity

Plagiarism and other forms of academic misrepresentation are taken extremely seriously. Misrepresentation of another's work as one's own is widely recognized as among the most serious violations. The violation is clearly flagrant when it occurs as plagiarism on a required paper or assignment or as cheating on an examination, regardless of whether it is a take-home or in-class examination. The punishment for such offenses can involve expulsion from the program. There are many other ways in which a violation can occur.

### Accommodations for Students with Disabilities

If you have a disability and require accommodations, please contact Catherine Getchell, Director of Disability Resources, 412-268-6121, [getchell@cmu.edu](mailto:getchell@cmu.edu). If you have an accommodations letter from the DRO, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate.

### Statement on Student Wellness

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.cmu.edu/counseling/>. Support is always available (24/7) from Counseling and Psychological Services: 412-268-2922.

### Respect for Diversity

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.