Syllabus for Organizational Design and Implementation (ODI)

Course #94-700 (6 units)

Semester: M24

COURSE DESCRIPTION

This introductory course (there are no prerequisite courses) is designed to improve your effectiveness as an individual, manager and leader by introducing you to frameworks for understanding organizations, organizational processes, and necessary skills. Organizations have been studied from the perspective of several social science disciplines, including psychology, sociology, economics, anthropology, and political science. The field on which this course is based, organizational behavior, draws from all these disciplines and applies the insights derived from the pertinent research. This course will introduce you to this research and offer ways to apply this knowledge situationally through analysis and subsequent class discussion of case studies.

While building the collective technical and quantitative skills of an organization is important, the human skills of managing, organizing, and communicating are arguably even more so. The reality is that people, not quantitative and technical skills, are the backbone of any organization. And yet, this self-evident fact continues to get overlooked as we presume our own level of competence in this area. Unfortunately, we tend to overestimate our human skills and engage our colleagues in unsystematic and unreflective ways.

This course is designed to get you thinking more mindfully about how we engage others in our professional environments. At times we will manage others and at times we will be managed by others. We will always be working *with* others. As we progress through the course, we will explore various human elements of organizations and think about ways in which we can optimize performance using what we've learned. The course will provide you with opportunities to develop and practice your interpersonal and leadership skills within a team context while also providing you with an opportunity to reflect and share.

LEARNING OUTCOMES

1. **Foundations of Organizational Design:**

   o Understand the key components of organizational structures, including formal hierarchies, reporting relationships, and cross-functional teams.
   o Evaluate how different organizational designs impact efficiency, agility, and employee satisfaction.

2. **Culture and Communication:**

- o Analyze organizational culture and its influence on behavior, decision-making, and collaboration.
- o Develop effective communication skills for diverse organizational contexts.

3. **Team Dynamics and Leadership:**

   - o Describe the stages of team formation and recognize the roles within teams.
   - o Apply leadership principles to address team challenges and foster cooperation.

4. **Human Skills in Practice:**

   - o Reflect on personal competence in managing colleagues and engaging in professional relationships.
   - o **:** Apply research-based insights to optimize performance in real-world organizational scenarios.

5. **Integrity in Organizations and Personal Integrity:**

   - o Explain the importance of ethical behavior and transparency within organizations.
   - o **:** Assess personal integrity and its impact on decision-making and trust.

6. **Strategy and Decision Making:**

   - o Analyze strategic management processes, including formulation, implementation, and evaluation.
   - o Recognize cognitive biases and their influence on decision-making.

7. **Social Networks:**

   - o Understand the role of social networks in organizational effectiveness.
   - o Apply network analysis concepts to enhance collaboration and information flow.

8. **Diversity, Equity, and Inclusion (DEI):**

   - o Advocate for creating inclusive environments and addressing bias.
   - o Recognize the business case for DEI and its impact on organizational success.

9. **Leadership in Organizations:**

- o Compare different leadership styles and their effectiveness.
- o Apply leadership principles to motivate teams, resolve conflicts, and adapt to change.

10. **Performance Evaluation:**

- o Evaluate individual and team performance using appropriate methods.
- o Understand the link between performance evaluation and organizational effectiveness.

Successful completion of this course will:

- Improve your awareness of interpersonal contexts and enable you to approach your relationships with intentionality.
- Give you a diverse set of tools applicable to your various professional roles and situations.

- Improve your ability to understand and navigate individual, team, and organizational dynamics.

- Develop your overall leadership and managerial skills.
- Get you thinking about the ways organizational structure impacts individual behavior so that you can effectively develop and adjust those structures in your future leadership roles.

Additionally, students in this course will:

- Use course concepts to reflect on their personal experiences.
- Build effective communication skills (e.g., public speaking, class participation, class presentations, teamwork, etc.)
- Describe applications of course concepts and explain how they apply to their individual and professional lives .
- Learn the importance of establishing personal and professional networks and begin establishing network connections.
- Use teamwork skills to work effectively in small groups.

COURSE FORMAT

To meet the learning outcomes listed above, this course focuses primarily on experiential learning, in which you will take the role of an individual or work together in a small cohort to illustrate course concepts.

This course involves class participation, group exercises, group projects, case analysis, in-class activities, assessments, and readings.

REQUIRED TEXT

The Five Dysfunctions of a Team by Patrick Lencioni

[https://cmu.idm.oclc.org/login?url=https://ebookcentral.proquest.com/lib/cm/detail.action?docID=292516Links to an external site.](https://cmu.idm.oclc.org/login?url=https://ebookcentral.proquest.com/lib/cm/detail.action?docID=292516)

This book is available online in the Hunt Library.

PROFESSOR'S EXPECTATIONS

This course requires significant reading, writing and class participation. It is expected that everyone will come to class prepared to discuss the readings and that everyone will have answered the study questions. You are encouraged to discuss reading material before class in a study group with other members of the class.

My goal is to make this an excellent learning experience for you. If at any time you feel that the course is not meeting your expectations, PLEASE CONTACT ME.

Be respectful of others: arrive to class on time; do not return late from break; if you must leave class early, please let us know beforehand.

LEARN IN CLASS

Class begins on time each week. Your TA will keep track of attendance and participation.

I need your full attention. I am asking you not to use a cell phone, laptop, or any other devices. Why not? See this article [Self-Control .pdf](#)Download Self-Control .pdf

Each session will typically have a few readings/case assigned. Please do the readings prior to the class.

- Except for the first lecture, we will begin with questions and comments inspired by the previous week's activities.
- Next, I will introduce a new topic. I will endeavor to make this section as interactive as possible

EVALUATION/GRADING

Students will be evaluated based on attendance, class participation, teamwork, written assignments, and presentations. All grading components are computed on a point scale as outlined below. The maximum point total one can achieve for the entire semester is 300. Final course grades will be assigned as follows:

Letter Grade	Point Range
A+	295- 300
A	282– 294.5
A-	273 – 281.5
B+	264– 272.5
B	252 – 263.5
B-	243 – 251.5
C+	234– 242.5
C	222 – 233.5
C-	213 – 221.5
R - Fail	Below 213

ATTENDANCE, PARTICIPATION & ENGAGEMENT (A, P, & E)

Each student begins the semester with 50 points (*A, P, & E* Score). Points are added or subtracted from *A, P, & E* Score according to the following:

--0-10 points are added for class participation/attendance/attentiveness/engagement/punctuality as evaluated over the course of the semester by the professor. Everyone is encouraged and expected to participate in class discussions and activities. Sharing your own knowledge and experience benefits the entire 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 is the goal, not high quantity of airtime. In other words, it's not how much you talk, it's what you say that's important. These points will be updated on Canvas at the end of the mini.

-Attendance is taken in all classes, including the first class. If you are absent from a class, 3 points are deducted from your participation score. However, if you need to miss a class, please e-mail me with as much advance notice as possible and state the reason for missing class; if the reason is a valid excuse for missing the class, 3 points will not be deducted.

-There is a penalty for excessive absences. If you miss three classes, 15 points will be deducted from your final course grade. If you miss four classes, 25 points will be deducted from your final course grade. If you miss five or more classes, 60 points will be deducted from your final course grade.

-Additionally, if you are more than a few minutes late arriving to a class, 3 points will be deducted from your class participation score. Clearly, your attendance in class is valued.

-Lastly, technology (phone, computer, etc) unless instructed are not allowed in the class. Please read the sections on 'Learn in Class' and 'Mobile Devices' to understand why not. Anyone using the technology in class will lose 5 points from the participation score.

-The quality of ODI course depends on your engagement, participation, and desire to learn. Bring energy and enthusiasm to the class so we can have a robust experience.

CASE ANALYSES AND WRITTEN REFLECTIONS

Part of your class participation grade will stem from case analyses you will conduct ***individually and as part of the cohort***. ***We will create cohort groups during the first session. Information on your assigned cohort will be made available on Canvas before the second session.***

You are required to complete 3 case analyses in your cohort and 1 case analysis individually.

Your first assignment in your cohort is to meet and complete the cohort contract and submit it on canvas before the second week of classes. ***Also, select a cool name for your cohort and add it to the team contract.***

Moreover, several of the classes will entail the discussion of assigned cases. Your assignment for each of these case analyses is to read the case, get together as a group (if it is a cohort assignment) to analyze the case, or prepare individually (if it an individual assignment) and then prepare a one-page statement that summarizes your analysis of the case. Each group should submit their analysis on Canvas by the date and time specified in the rubric.

In preparing the cases for class, you should be ready to address the assigned questions for that case.

All cases analyses MUST be submitted by their deadlines. The late submission policy of up to two days does not apply to case analyses.

DYSFUNCTIONS OF A TEAM REFLECTION

This reflection pertains to your required book which is Lencioni's Five Dysfunctions of a Team. Since teams and groups in general are an important part of organizational life, the goal of this memo is to help you develop not only as a great team player but also to become more aware of how teams can affect our ability to perform or in general accomplish the goals of an organization. The content of this book will therefore be useful as we discuss many of the cases in this class.

Therefore, this reflection asks you to draw on the insights in this book. Lencioni delineates five different ways in which teams often get into trouble. Your assignment is to think back to a team you worked with, perhaps while you were with your last employer. Write a reflection (not less than 300 words) that analyzes this group experience. Did this team suffer from any of these dysfunctions, and if so, which ones? What actions did the leaders and team members take to make it not dysfunctional? What role did you play in helping the team not be dysfunctional?

FINAL PROJECT

Your final project is an individual assignment and has *TWO* deliverables as follows:

-Present your findings in the last session

-Write a short paper

Here are the details:

The goal of final project is to provide you a learning opportunity where you can reflect upon your learnings in the course through the perspective of an organization of your choice. ***For this purpose, you will conduct individual research and interview a leader in an organization.*** Your goal is to cover the below topics through your research and interview:

- Culture in their organization. Who are the key players in promoting that culture?
- Post-pandemic cultural shift in their organization
- Structure of the organization
- Team dynamics and team role
- Role of leaders in organization's success
- Measures to promote accessibility, diversity, and inclusion
- Role of networks, mentors, and coaches
- **Note: You are not required to disclose the name of the company and your interviewee**

- For details on the paper, refer to ODI Final Project Module.

LATE ASSIGNMENTS POLICY

- All assignments should be submitted on Canvas.
- Late assignments (except for can analyses) are accepted up to two days after the due date. For every day that an assignment is late, the grade will drop by 1 point. Beyond three days, late assignments are not accepted.
- **Casey analyses cannot be submitted late since we discuss those in the class. Those must be submitted by the deadline.**

FEEDBACK MECHANISM

The way ODI is designed, students engage in several hands-on activities and feedback is embedded in the class activities and lectures. Pay attention specially to lectures and activities wrap-up. The instructor will also provide constructive feedback to each student and project groups from time to time. The feedback will cover topics including, but not limited to, class participation, reflection entries. self-assessment, project progress, check-ins, etc.

Additionally, students are highly encouraged to stop by her office during her office hours to have informal conversations.

THE HONOR CODE

All members of the Carnegie Mellon community -- the faculty, the staff, and the students -- are expected to abide by a code of ethics befitting a quality academic institution. Honesty and trust are the cornerstones of such conduct. Members of this community manifest their confidence in the honor system by maintaining the highest standards of personal conduct; by voicing their commitment to ethical behavior; and by refraining from extraordinary precautions and other distrustful behavior. Furthermore, community members contribute to an atmosphere of trust by preventing temptations for dishonesty. Should the behavior of either an individual or a group appear questionable, it will be evaluated within the guidelines of fair and just procedures to determine the appropriate actions. The honor code applies to all activities in this course.

- You are expected to be prepared and on time for all classes that you attend.
- If you are familiar with a case or exercise used in class, do not be a spoiler for the rest of the class in any way. If you let me know about this ahead of time, I can find a way to make the case/exercise useful for you.
- It is inappropriate to borrow notes, discuss cases, or share exams with people outside of class. **Use of materials generated by students who have taken a similar class in the past or at other institutions is also prohibited.**

- All exercises and their "solutions" are confidential and are not to be circulated to other students (including future students) in any format.
- **Copyrighted material:** Materials used in this class including but not limited to handouts, exercises, cases, discussion questions, charts, and graphs are copyrighted and may not be used for purposes other than this class without the written consent of the instructor.
- **Group work:** Group assignments are to be completed in consultation with members of one's own team, without the aid of other teams. You should not discuss the assignment with members of other teams or with students who have completed the assignment in the past.
- **Written work:** All written work should be the original product of the individual or group members. If you refer to another person's ideas or work, you must indicate the source (published or unpublished). Accessing materials from students who have taken this or similar courses at this university or other universities is considered a violation of the honor code.

MOBILE DEVICES

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class.

For this reason, I ask you to turn off your mobile devices and laptops.

Here is an interesting study on how the use of smartphones reduces available cognitive capacity.

https://www.journals.uchicago.edu/doi/full/10.1086/691462Links to an external site.

RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course. While diversity may recall familiar subdivisions such as race, color, national origin, language, sex, disability, age, sexual orientation, and the like, I would also encourage you to think in terms of things like work styles, communication styles, skills, and abilities. Respect and appreciation for the variety of talents, styles and approaches will be a major theme in this course. When we find ourselves in disagreements in the classroom or in our project groups, let us pledge to settle our disagreements in good faith by treating each other with the utmost respect and truly listening to one another with intent to understand.

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. If you have an

accommodations letter from the Disability Resources office, 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. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

ACADEMIC INTEGRITY

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered to be engaging in either behavior in this course, you will earn a failing grade on the assignment in question, and further disciplinary action may be taken.

For a clear description of what counts as plagiarism, cheating, and/or the use of unauthorized sources, please see the University's Policy on Academic Integrity:

USE OF GENERATIVE AI PROGRAMS (ChatGPT, DALL-E, ETC.)

Facts and Evidence:

1. The main purpose of being a student is to learn and become a critical thinker. AI can negatively impact
our ability to learn and critically analyze and resolve situations/problems.
2. AI can be factually incorrect, i.e. it 'hallucinates'.
3. AI currently does not cite sources, which is unacceptable in an academic setting (plagiarism).

Requirements and Expectations:
1. Using AI for grammar and writing style is acceptable. For example, many students use 'Grammarly'.
2. Entering the assignment question into AI and then having AI write your paper or sections of your paper
is not acceptable.
3. If you use AI on your paper (this does not include Microsoft Word spell check and Microsoft Word
grammar check), you must inform the professor. Write the AI platform you used, the reason you used
it, and how it helped you – enter this information in the 'Assignment Comments' field for the assignment in Canvas.
4. f you are concerned about how your use of AI may impact your grade and performance in the course,
please contact the professor before you use AI for an assignment.

AI and Academic Integrity:

Using AI for any purposes or in any manner other than described above will be considered an academic integrity violation, resulting in a score of '0' points for that assignment AND resulting in either a reduced course grade or a failing course grade.

YOUR WELLNESS

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at http://www.cmu.edu/counseling/Links to an external site.. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

If you or someone you know is feeling suicidal or in danger of self-harm, call someone immediately, day or night:

CaPS: 412-268-2922
Re:solve Crisis Network: 888-796-8226
If the situation is life threatening, call the police
On campus: CMU Police: 412-268-2323
Off campus: 911

If you have questions about this or your coursework, please let me know.

USE OF THIRD-PARTY COPYRIGHT MATERIAL

This course uses third-party course material that is not available for individual purchase from the publisher and, as a result, the third-party course material is secured and provided by the Heinz College to students enrolled in the course. Each student enrolled in the course is required to pay to the University the associated additional course materials fee for the third-party course material provided. The fee for this course's third-party course materials is $20, and this amount will be charged to your student account after the add/drop period concludes.