Syllabus for Organizational Design and Implementation
Course #94-700 (6 units), Section A4 Spring 2019
Mondays and Wednesdays 1:30-2:50
Hamburg Hall, Room 1206

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We do not have scheduled office hours. Please e-mail, text or call to set up a meeting.

1. Course Description
This introductory course (there are no prerequisite courses) is designed to improve your effectiveness as a manager and leader by introducing you to frameworks for understanding organizations and organizational processes. 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 of these disciplines and applies the insights derived from the pertinent research. This course will introduce you to this research and ways to apply the knowledge to particular situations through your analysis and subsequent class discussion of case studies.

2. Course Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>How Assessed</th>
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<tr>
<td>Take a holistic approach to addressing issues facing an organization.</td>
<td>Class participation; papers; group project</td>
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<tr>
<td>Apply frameworks and theories to analyze situations in which organizations are undergoing change.</td>
<td>Class participation; papers; group project</td>
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<tr>
<td>Apply frameworks and theories to analyze tools and methods used to empower, inspire and hold accountable members of an organization.</td>
<td>Class participation; papers; group project</td>
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<tr>
<td>Identify and clearly define a problem/issue; analyze and question data and information in a rigorous manner.</td>
<td>Class participation; papers; group project</td>
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<td>Listen to, respect and heed the advice and ideas of others.</td>
<td>Class participation; group project</td>
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3. **Course Materials**
   (all materials are listed in the ‘Course Schedule’ section of this syllabus)
   1) Case studies
   2) Articles
   3) Text – there is no textbook for the class

4. **Class Structure**
   Classes typically consist of one case discussion and a review of the associated reading material. The readings are meant to provide theory and frameworks to assist in case analysis. Instructions for each class and questions to assist with case analysis are included in the ‘Course Schedule’ section of this syllabus.

5. **Expectations**
   Typically, cases require 2 to 3 hours of preparation and readings/articles require 1 hour of preparation. It is expected that everyone will be prepared to discuss the cases and the readings in 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. If you would prefer to provide anonymous comments, please leave a message in my office mailbox or speak with my supervisor, Andy Wasser.

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

6. **Evaluation/Grading**
   All assignments and class participation are graded on a point scale as outlined below. The maximum points one can achieve for the entire semester is 160. Final course grades will be assigned as follows:

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<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tr>
<td>A+</td>
<td>156 – 160</td>
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<tr>
<td>A</td>
<td>150 – 155.5</td>
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<tr>
<td>A-</td>
<td>145 – 149.5</td>
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<tr>
<td>B+</td>
<td>140 – 144.5</td>
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<tr>
<td>B</td>
<td>134 – 139.5</td>
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<tr>
<td>B-</td>
<td>129 – 133.5</td>
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<tr>
<td>C+</td>
<td>124 – 128.5</td>
</tr>
<tr>
<td>C</td>
<td>118 – 123.5</td>
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<tr>
<td>C-</td>
<td>113 – 117.5</td>
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<tr>
<td>R - Fail</td>
<td>Below 113</td>
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   **Class participation** – 20% of course grade for a maximum of 32 points. Each student begins the semester with 27 points. Points are added or subtracted from the 27 according to the following:

   - 0-5 points are added for class participation 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.
   - Attendance is taken in all classes, including the first class. If a student is absent from class, 2 points are deducted from their participation score.
   - There is a penalty for excessive absences. If you miss four classes, 15 points will be deducted from your final course grade. If you miss five classes, 22 points will be deducted from your final
course grade. If you six or more classes, 30 points will be deducted from your final course grade. Additionally, if you are more than a few minutes late arriving to a class, one point will be deducted from your class participation score. Clearly, your attendance in class is valued.

**Individual Written Assignments** – 49% of course grade. There are six assignments (13 points each) for a total of 78 points for the semester. The Individual Written Assignments are due by the beginning of class on the due date. Please submit a Word document (not pdf) via Canvas. **This assignment is an individual effort; you may not work on this paper with other students.** The maximum length for each assignment is 800 words. Footnotes are excluded from this word limit, i.e. only the body of the paper is counted toward the word limit. Below is the grading rubric for the Individual Written Assignments – each bullet below reduces the grade by 1-2 points:

- Argument refutes case/article facts and/or is not supported by information in the case/article.
- Paper does not stay focused on its core points and/or lacks any particular point of focus.
- Paper is too short and does not include enough detail.
- An assertion is made but not defended, elaborated, not clearly articulated.
- Too much fact restatement; not enough analysis and original thinking. Don’t just restate facts, also consider what those facts mean and how they impact your conclusions and arguments.
- Excessive poor grammar, run on sentences, etc.
- Paper too long, i.e. it exceeds the stated word limit.
- Missing/improper footnoting. **You are required to footnote all sources, including any assigned articles and case studies.** The recommended form of footnoting is the Chicago Manual of Style. This website clearly describes this method: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html
- Assignments submitted late receive a 2-point reduction.

**Group Project** – 31% of course grade; 50 points maximum. The group project will consist of a paper on a topic (of each group’s choosing) covered in the course. More details about the Group Project will be provided towards the mid-point of the course.

**Written and Oral Communication Assistance** – For assistance with the written or oral communication assignments in this class, visit the Global Communication Center (GCC). GCC tutors can provide instruction on a range of communication topics and can help you improve your papers and presentations. The GCC is a free service, open to all students, and located in Hunt library. You can make tutoring appointments directly on the GCC website at http://www.cmu.edu/gcc. You may also find out about communication workshops offered throughout the academic year at http://www.cmu.edu/gcc/workshops/GCC%20Workshops.html

7. **Academic Statement**
You are expected to attend class, be prepared for class and participate in the discussions. Written assignments are due on or before the due date. If you must miss a class, please notify me with as much advanced notice as possible; if you cannot talk with me directly, please leave a message on my voice mail or on my e-mail. For any class that you miss, you are responsible for obtaining the notes and related materials from another student.

Please let me know if you do not understand class material or requirements or if any special circumstance prevents you from completing a class requirement on time.

You are responsible to know and adhere to all University policies on academic integrity. Heinz College provides a booklet on Plagiarism and Cheating and the University lists all policies on the web at
www.cmu.edu/policies/documents/Cheating.html. Please acquaint yourself with their contents. Any cheating or plagiarism will result in failure in the course and your case will be referred to the Associate Dean, who may decide to take further action.

8. Recording academic classroom activities, lectures, etc.
Classroom activities, lectures, etc. may not be recorded without written permission from me (the instructor) in advance. If I permit a student to record classroom activities, lectures, etc., the student may do so for his/her own personal use only; additionally, no copies of the original recording can be made.
COURSE SCHEDULE
For each class listed below, there are ‘Instructions and Study Questions’ to be used to guide and assist as you prepare for class. I do not expect written responses to these ‘Instructions and Study Questions’; these are NOT to be answered for the ‘Individual Written Assignments’, which are detailed separately below.

March 18 – Class #1
Topics: Course Introduction and Introduction to the Case Method
Case and Article Assignment – to be read prior to class
   1. “The Case Method” by David Lassman
   2. Course Syllabus
Instructions and Study Questions: Please read “The Case Method” and syllabus in preparation for class.
Individual Written Assignment: None

March 20 – Class #2
Topics: Organization Culture
Case and Article Assignment – to be read prior to class
   1. “Note on Culture” by David Lassman
   2. “Elements of Culture” by David Lassman
Instructions and Study Questions:
   1. What are the positives and negatives of your organization’s culture?
      a) Are layers in alignment?
      b) Is the culture in alignment with the external environment? Is it strategically appropriate?
      c) If there are cultural misalignments, how did they develop and what are the consequences?
   2. Does your organization have “fundamental assumptions” or “open secrets”? How does that impact your organization?
   3. You may have an organization with a strong, well-aligned culture. If that is the case, what do you attribute this to, i.e. how did this culture develop?
   4. What are the consequences of your culture? How do people ‘feel’ about work?
Individual Written Assignment: None

March 25 – Class #3
Topics: Ethics and Understanding Personal Values
Case and Article Assignment – to be read prior to class
   1. The Analyst’s Dilemma (A) (HBR 9-394-056)
   2. “The Discipline of Building Character” by Joseph Badaracco, Jr. (HBR 98201)
Instructions and Study Questions:
   1. Think about 'defining moments' in your life, as defined by Joseph L. Badaracco, Jr. in his article "The Discipline of Building Character". Please come to class prepared to share and discuss your 'defining moments'. What did you do and why? What was the result?
   2. How does one balance loyalty to friends with loyalty to one’s company? Is there a reasonable limit to the degree of devotion people are expected to show their employers? Can people separate their private lives from their business responsibilities?
Individual Written Assignment #1 – ‘Analyst’s Dilemma’
For this assignment, please read “The Analyst’s Dilemma”, “The Discipline of Building Character” and “A Framework for Thinking Ethically” and answer the following question:
We will call the woman who works at Bullard and Bartell (B&B), who is the protagonist in the case, ‘Amy’. Assume Amy has not yet decided on a course of action; as described in the case, Amy is still figuring out what to do. What should Amy do and why?

**March 27 – Class #4**

**Topics:** Motivation and Inspiration

**Case and Article Assignment** – to be read prior to class

1. SAS Institute (A) (HBR HR6)
3. Excerpt from Pfeffer's "What Were They Thinking?" on incentives (pages 74-80)

**Instructions and Study Questions:**

1. To what extent is SAS’s success due to its management philosophy and practices? Or is its success more attributable to it being at the ‘right place at the right time’?
2. Should the Institute maintain its unique approach to pay and other practices?
3. Given the scarcity of software talent, can SAS expect to thrive with its unique approach to pay and other practices?
4. What have you personally experienced with incentive pay systems? Did the system work and if so, why? If the systems did not work, why didn’t it?

**Individual Written Assignment:** None

**NOTE:** In one week, we will discuss the book, *The Five Dysfunctions of a Team*, in class. The book will probably require 4-5 hours to read, so you might want to start reading the book now.

**April 1 – Class #5**

**Topics:** Organization Structure

**Case and Article Assignment** – to be read prior to class

1. ‘Acme Corp. - Organization Structure’ case by David Lassman
2. “First, Let’s Fire All the Managers” by Gary Hamel (HBR R1112B)

**Instructions and Study Questions:**

1. Think about organization structures that you have experienced working in various organizations. How many layers existed between the bottom and the top? Were the organization structures effective; for example: were problems resolved quickly, was communication smooth, were employees focused and busy, did the organization achieve its goals and objectives? Did the structures create ‘office politics’?
2. In your opinion, what does an ideal organization structure look like? What is the role of ‘organization structure’, i.e. what does an organization structure do for an organization or why does an organization need a structure?

**Individual Written #2:** Identify two or three issues confronting Dave Lassman at Acme Corp. and address the following for each issue:

1. Why should this particular issue be addressed?
2. What are your specific recommendation for addressing this issue?
3. What could be the repercussions of implementing your recommendation and how will you address these repercussions? How do you think the peers and/or subordinates of the person(s) impacted might react?
4. Consider what additional information you would like to have before finalizing your recommendation. In other words, what additional information would help you feel more confident in your recommendation?
April 3 – Class #6
Topics: Organization Structure (continued from previous class); Building a Team
Case and Article Assignment – to be read prior to class
2. “Speaking While Female”
3. “Why Some Teams are Smarter Than Others”

Instructions and Study Questions:
1. Analyze a team you are on currently at work or were on recently at work/university. Does the team have any of the 5 dysfunctions? If not, why not? If it does have some of the dysfunctions, why does it have them and what can you do to correct it? It may be helpful to use the 'team assessment model' on pages 190-194.
2. Have you ever been on a strong functioning team at your current employer or at a previous employer? Why did it function so well? What actions did the leaders and the team members take to make it not 'dysfunctional'? What role did you play in helping the team not be dysfunctional?

Individual Written Assignment: None

April 8 – Class #7
Topics: Building a Team (continued from previous class); Difficult Conversations
Case and Article Assignment – to be read prior to class
1. Medisys Corp.: The IntensCare Product Development Team (HBR 4059)
2. Excerpt from *Practicing Positive Leadership* by Kim Cameron, Chapter 4 (pages 79-98): ‘How to Deliver Negative Feedback Positively’

Instructions and Study Questions:
1. How well is the IntensCare Product Development Team performing? What forces are affecting the IntensCare team’s behavior, culture and outcomes?
2. How important is IntensCare to the company?
3. What do you expect will happen at a team meeting (to resolve the modules issue for example)? How would you feel and act/react if you were Valerie, Jack or one of the other team members? Ideally, how would you like to see the other team members act?
4. To what extent should all team members be responsible for doing things to ensure the team’s success regardless of both 1) their level/status in the organization and 2) the amount of organizational support for the program?
5. What does the team need from upper management?
6. Is the Medisys team experiencing any of the five dysfunctions?

Individual Written Assignment #3: For this assignment, please read ‘Medisys Corp.: The IntensCare Product Development Team’ and the assigned article(s) on teamwork and answer the following question: In the last few paragraphs of the case (on the bottom of page 7), Valerie Merz overhears a conversation between Bret O’Brien and Jack Fogel, and she quickly considers two actions: 1) walking into the conference room or 2) walking into Beaumont's office and handing in her resignation. What do you recommend Valerie do and why? Your recommendation can be one of the two mentioned in the case or one of your own or some combination thereof.

April 10 – Class #8
Topics: Building a Team and Difficult Conversations (continued from previous class)
Case and Article Assignment: None
Instructions and Study Questions: None
Individual Written Assignment: None
April 15 – Class #9  
Topics: Leading Change and Using Power  
Case and Article Assignment – to be read prior to class  
1. David Lassman at E-L Products  
3. “Use Power Effectively to Influence People” by Gary Yukl  
Instructions and Study Questions: The questions are in the final paragraph of the case. When thinking about these questions, consider how the eight points in Kotter’s article apply in this situation. Applying the concepts in the article “Use Power Effectively to Influence People”, consider the ‘types of power’ and ‘proactive influence tactics’ David Lassman can/should employ at E-L Products.  
Individual Written Assignment: None

April 17 – Class #10  
Topics: Leading Change and Using Power (continued from previous class)  
Case and Article Assignment: None  
Instructions and Study Questions: None  
Individual Written Assignment #4: This assignment pertains to your experiences with change efforts analyzed via the framework in the article “Leading Change: Why Transformation Efforts Fail.” Consider a change effort you have led or been a part of at your current job, at your most recent job, or at your university/school:  
1. Analyze the change effort using all 8 steps of Kotter’s model.  
2. Which of Kotter’s 8 steps did the organization do well and why? Which of Kotter’s 8 steps did the organization have problems with and why?  
3. How could this organization have managed the change more effectively?

April 22 – Class #11  
Topics: Performance Evaluations, Coaching and Hiring  
Case and Article Assignment – to be read prior to class  
1. “A Failing Grade for Performance Reviews”  
2. “Guess Who Doesn’t Fit in at Work?”  
Instructions and Study Questions: None  
Individual Written Assignment #5: The following questions pertain to your experiences with performance evaluations. Choose one place you have worked and describe your experiences with the performance evaluation process. If you do not have work experience, describe your experiences with performance feedback at your university, which can be from a course, a sports team, a student club, etc.  
1. What were the goals of the process? For example, goals might be “the supervisor provided me with constructive feedback so that I could improve my future performance” or “I was given an opportunity to provide feedback to my supervisor to improve our working relationship” or “my manager gets to check a box and fulfill a requirement from HR” (I realize this last one is a little cynical).  
2. What were the biggest weaknesses (or areas in need of improvement) of the process?  
3. Was your pay in some way connected with the results of the performance evaluation? If so, how? (Note: if you have not had paid work experience, you do not need to answer this question.)  
4. How did you ‘feel’ before, during and after the process?
April 24 – Class #12
Topics: Leadership
Case and Article Assignment: None
Instructions and Study Questions: None
Individual Written Assignment: None

April 29 – Class #13
Topics: Leadership (continued from previous class); Skills/Fulfillment
Case and Article Assignment – to be read prior to class
   1. Excerpt from “The Psyche on Automatic” by Craig Lambert in the November/December 2010 issue of ‘Harvard Magazine’
   3. “How Will You Measure Your Life” by Clayton Christensen (HBR R1007B)
Instructions and Study Questions for “The Psyche on Automatic”:
   1. Can someone lead you to believe they are warm (good intentions towards you) when in fact they are cold (just in it for themselves)? What are the consequences?
   2. If a person is not warm, can he/she become warm? Or is it in their DNA, i.e. is a person born cold or warm and it is difficult/impossible to change? Assuming a person can change from cold to warm, what tools can they use to become warm?
Instructions and Study Questions for “How Will You Measure Your Life” (Skills/Fulfillment):
   1. Write down what you are really good at, your skills, your gifts. These are often things you do very well at work. Consider both the soft (people) skills and the hard (technical) skills.
   2. Write down what gives your life purpose and fulfillment. Some prompts to help you:
      a. What do you like to think about? Where does your mind wander?
      b. What do you really care about? What matters most to you?
      c. How do you enjoy spending your time?
      d. And, in contrast, what do you find absolutely unbearable?
      e. Your hobbies, your volunteer activities, what you enjoy reading, and what you talk about with friends and family can help you uncover your purpose/fulfillment.
   3. Does your current job (or the job you most recently held) utilize your skills and does it fulfill you? Ideally you will find a job that uses your skills, that makes you feel fulfilled and purposeful.
   4. When considering whether or not to accept a job offer, what other factors should you consider other than skills and fulfillment?
Individual Written Assignment #6: For this assignment, please consider all of the readings and class discussions covered in the course and answer the following question:
What is the one key lesson or concept you have learned from the course? Describe the implications this lesson had for you in a prior job or internship. In other words, apply the lesson to your experience in a prior job or internship. If you have not yet had a job or internship, apply the lesson to your experience as a member of a team/organization/course at your prior university/school.

May 1 – Class #14 (last class)
Topics: Skills/Fulfillment (continued from previous class); Course wrap-up
Case and Article Assignment: None
Instructions and Study Questions: None
Written Assignment (NOT graded): Please complete the ‘Organizational Design and Implementation Case/Article Evaluation’ form, which you received at the beginning of the course, and submit it via Canvas. I value your feedback so please take the time to complete this carefully.
Individual Written Assignment (graded): None