

**Syllabus for Organizational Design and Implementation (ODI)**

**Course #94-700 (6 units)**

**Sections J1 and N1**

**Fall 2021**

**Tuesdays and Thursdays**

**Section J1: 1:45-2:55PM (EST)**

**Section N1: 3:00-4:20PM (EST)**

**Venue: Hamburg Hall 2009**

**Instructor: Rubab Jafry O'Connor**

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**Office Hours: By appointment**

**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 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**

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: A Leadership Fable by Patrick Lencioni.*  
Available electronically and in hard copy at the CMU library.

### **MY 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 Tuesday and Thursday. 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 download](#).

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, and written assignments. All grading components are computed on a point scale as outlined below. The maximum point total one can achieve for the entire semester is 240. Final course grades will be assigned as follows:

**Total Points Available: 240**

**Attendance and Class Participation: 80**

**Cohort Case Analysis: 70**

**Dysfunctions of a Team Reflection: 20**

**Leadership Reflection: 20**

**Final Paper: 50**

Letter Grade	Point Range
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A	216-240
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B	192-215
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C	168-191
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D	144-167
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R - Fail	0-143
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### **ATTENDANCE AND CLASS PARTICIPATION**

I encourage and expect everyone to participate in class discussions and activities. These discussions and activities include being present in the session, participating in class discussions and exercises, sharing your knowledge and experiences, and preparing case discussions in your assigned cohorts. The goal of being present in the class and taking active part in discussions is to generate quality conversations, master communication skills and sharpen active listening skills.

***In terms of attendance, you will be allowed one unexcused absence with the instructor's permission.***

***In case of emergency or unforeseen circumstances, please get in touch with me and I will try my best to accommodate you.***

### **CLASSROOM EXPECTATIONS RELATED TO COVID-1**

In order to attend class meetings in person, all students are expected to abide by all behaviors indicated in [A Tartan's ResponsibilityLinks to an external site.](#), including any timely updates based on the current conditions.

In terms of specific classroom expectations, whenever the requirement to wear a facial covering is in effect on campus, students are expected to wear a facial covering throughout class. Note: the requirement to wear a facial covering is in effect for the start of the Fall 2021 semester. If you do not wear a facial covering to class, I will ask you to put one on (and if you don't have one with you, I will direct you to a distribution location on campus, see <https://www.cmu.edu/coronavirus/health-and-wellness/facial-covering.html><sup>Links to an external site.</sup>). If you do not comply, you will be referred to the Office of Community Standards and Integrity for follow up, which could include student conduct action. Finally, please note that sanitizing wipes should be available in our classroom for those who wish to use them.

## COHORT CASE ANALYSIS

Part of your class participation grade will stem from assignments you will conduct as part of the cohort that you will be assigned to. ***Information on your assigned cohort is available on Canvas under the 'Modules' tab.***

Your first assignment in your cohort is to meet and decide on a cohort name. Please upload your cohort's name to Canvas before the second week of classes.

Your second assignment in your cohort is to meet and complete the cohort contract and leadership rotation schedule and submit it on canvas before the second week of classes.

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 (online or in person) to analyze the case, and then prepare a one-page statement that summarizes your analysis of the case. Each group should submit their analysis on Canvas by 5:00 pm the evening before the class in which we will discuss the case. Please make sure to work on these cases as a group. It should not be one person's responsibility to do the analysis.

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

**Cohort Contract:** Each cohort is required to complete a cohort contract and submit it on canvas.

**Leadership Rotation Schedule:** Each cohort is required to complete a leadership rotations schedule and submit it on canvas.

**Peer Evaluation.** Each student will be asked to evaluate their cohort members including themselves. The instructor will provide you an evaluation link at the end of the semester. Peer evaluation will be 10% of the class participation grade.

## **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?

## **LEADERSHIP REFLECTION**

Since organizations heavily depend on direction from their leaders, the goal of leadership reflection is to help you develop and practice leadership skills which you can apply not only within an organization but also to your personal life.

*The written assignment should not be less than 500 words.*

***Tutorial: Harvard ManageMentor: leading People -***

Please click on the link below to access your course pack which will take you to Course # 94700. Click on it and then access Leading People tutorial. It will ask you to create an account with Harvard Publishing.

Link

<https://hbsp.harvard.edu/import/854761> (Links to an external site.)

After taking the tutorial, please answer the following questions in the form of a reflection:

1. What did you learn about how effective leaders inspire trust and motivation in teammates near and far, define and communicate a vision, lead inclusively, and lead without authority?
2. What did you discover why emotional intelligence is a leader's most powerful tool and what tactics did you learn to develop that intuition?
3. What strategies and best practices did you learn from business leaders, authors, and coaches like Anne Morriss and Frances Frei, among others.

## **FINAL PAPER**

The goal of final paper is to provide you a learning opportunity where you can reflect upon your learnings in the course through the experiences of a leader of an organization of your choice. For this assignment, you will reach out to someone in a managerial or leadership role and interview them to get their perspective on the following:

- 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



- A. Note: You are not required to disclose the name of the company and your interviewee

Based on your interview and company research, write (not less than 1500 words) paper addressing the following:

1. **How did your interview with the leader and your company research connect with the concepts that you learnt in this course?**
2. **How important is company culture and why?**
3. **How does company structure impact employees' performance?**
4. **What are some best practices of functional teams?**
5. **What are some best practices of great leaders?**
6. **How important is to have strong networks, mentors and coaches?**
7. **How are people's work styles and skills taken into consideration when promoting diversity and inclusion in an organization?**
8. **Based on your experience in the course and in this project, what are a few key lessons that you would like to employ as part of an organization?**

Some housekeeping points about the paper:

- In addition to the above prompts, please provide company background, nature of their business, size of the company, and geographical location.
- The paper should incorporate as much course material (required book, readings, videos, class discussion, cases, guest speakers, etc.) as relevant to the insights gained in the course.

### **WRITTEN ASSIGNMENTS POLICY**

- All assignments should be submitted via Canvas
- Late assignments are accepted up to three 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.

## FEEDBACK MECHANISM

The instructor will 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.

## 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.

### **RECORDING ACADEMIC CLASSROOM ACTIVITIES, LECTURES, ETC.**

For this course, I will be recording class sessions and making them available to you for your personal, educational use. Recordings of class sessions are covered under the **Family Educational Rights and Privacy Act (FERPA)** and must *not* be shared with anyone outside your course-section. The purpose of these recording is so students in this course (and only students in this course) can watch or re-watch past class sessions. Feel free to use the recordings if you would like to review something we discussed in class or if you are temporarily unable to attend class.

### **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.

## **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](mailto: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](mailto: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 (revised in April 2013):

[http://www.cmu.edu/policies/documents/Academic Integrity.html](http://www.cmu.edu/policies/documents/Academic%20Integrity.html)

I encourage you to work together on the group project and to make use of campus resources such as: the Academic Development, the Global Communication Center, and the Intercultural Communication Center to assist you in your pursuit of academic excellence. However, please note that in accordance with the university's policy you must acknowledge any collaboration or assistance that you receive on work that is to be graded. Any work submitted late will lose 1 point per day for each day it is late, unless discussed with me and approved in advance of the due date. If you experience an extenuating circumstance (e.g. you are hospitalized) that prohibits you from submitting an assignment on time, please let me know as soon as possible. I will evaluate these instances on a case-by-case basis.

## **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](tel:412-268-2922) and visit their website at [http://www.cmu.edu/counseling/Links to an external site.](http://www.cmu.edu/counseling/Links%20to%20an%20external%20site) 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.