Organizational Management Syllabus  
Course #91-800 (12 units), Fall 2015  
Mondays 6:00 to 8:50 p.m.  
Hamburg Hall Room 1001

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We do not have scheduled office hours. Please e-mail or call to set up a time to meet.

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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<tbody>
<tr>
<td>Take an holistic approach to addressing issues facing an organization.</td>
<td>Class participation; papers; group project</td>
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<td>Understand and compensate for the effects of changes on all aspects of an organization.</td>
<td>Class participation; papers; group project</td>
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<td>Develop plans which use proper tools/methods 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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<tr>
<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 ‘Class Schedule’ section of this syllabus)
1) Cases – one or two cases per class session
2) Additional notes/articles
3) Text – there is no textbook for this class
4. Class Structure
Classes will consist of one or two case discussions and a review of the associated articles. The articles 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 ‘Instructions and Study Questions’ section of this syllabus.

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

Be respectful of others: arrive to class on time; do not return late from break; 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 300. Final course grades will be assigned as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>295-300</td>
</tr>
<tr>
<td>A</td>
<td>282-294.5</td>
</tr>
<tr>
<td>A-</td>
<td>273-281.5</td>
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<tr>
<td>B+</td>
<td>264-272.5</td>
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<tr>
<td>B</td>
<td>252-263.5</td>
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<tr>
<td>B-</td>
<td>243-251.5</td>
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<tr>
<td>C+</td>
<td>234-242.5</td>
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<tr>
<td>C</td>
<td>222-233.5</td>
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<tr>
<td>C-</td>
<td>213-221.5</td>
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<tr>
<td>D</td>
<td>181-212.5</td>
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<tr>
<td>F</td>
<td>Below 180</td>
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Class participation – 12% of course grade; each class is 2.5 points maximum; 14 classes are graded for a total of 35 points for the entire semester. Attendance is taken at all classes and participation will be graded using the following scale:
- 0 points – Absent from class.
- 2 points – In attendance, but makes no contribution.
- 2.5 points – In attendance and participates in the class discussion.
  - For the first class discussion (‘Class Introduction’ and ‘Introduction to the Case Method’), everyone in attendance receives 2.5 points.
  - There is one class participation score per night, i.e. for classes with two cases, you will receive only one participation score.
  - Your lowest class participation score will be dropped.
  - There is a penalty for excessive absences. If you miss four classes, 30 points will be deducted from your final course grade. If you miss five classes, 45 points will be deducted from your final course grade.
grade. If you miss six 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 class, I will deduct one point from your class participation score for that class. Clearly, I value your attendance in class!

- This point system rewards coming to class prepared, actively participating, drawing conclusions, and sharing related experiences with the class.

**Individual Written Assignments** – 47% of course grade. There are seven assignments (20 points each) for a total of 140 points for the entire semester. Refer to page 9 of this syllabus for the grading rubric and the actual assignments.

**Group project** – 42% of course grade; 125 points maximum. The group project will consist of a presentation on a topic covered in the course.

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 may be made.
## Class Schedule

<table>
<thead>
<tr>
<th>CLASS/DATE</th>
<th>TOPIC</th>
<th>CASE AND ARTICLE ASSIGNMENT (read in preparation for class)</th>
</tr>
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<tbody>
<tr>
<td>9/7/15</td>
<td></td>
<td><strong>LABOR DAY – NO CLASS</strong></td>
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<tr>
<td>#2 9/14/15</td>
<td>Organizational Culture Individual Written Assignment #1 Due</td>
<td>1. Accounting Fraud at WorldCom (HBR 9-104-071) 2. “Note on Culture” by David Lassman 3. “Elements of Culture” by David Lassman</td>
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<tr>
<td>#4 9/28/15</td>
<td>Motivation and Incentives Individual Written Assignment #3 Due</td>
<td>1. SAS Institute (A) (HBR HR6) 2. Watch Daniel Pink video at: <a href="http://comment.rsablogs.org.uk/2010/04/08/rsa-animate-drive/">http://comment.rsablogs.org.uk/2010/04/08/rsa-animate-drive/</a> 3. Articles on incentives and motivation (To Be Determined)</td>
</tr>
<tr>
<td>#5 10/5/15</td>
<td>Organization Structure</td>
<td>1. ‘Acme Corp. - Organization Structure’ case by David Lassman 2. ‘The Need for a Change in the Field Office (A)’ case by David Lassman 3. “First, Let’s Fire All the Managers” by Gary Hamel (HBR R1112B) 4. Excerpts from “What Were They Thinking” by Jeffrey Pfeffer</td>
</tr>
<tr>
<td>#7 10/19/15</td>
<td>Charismatic Leadership Individual Written Assignment #4 Due</td>
<td>1. Patton and Gandhi movie clips shown in class (no case) 2. “What Exactly is Charisma?” by Patricia Sellers, “Fortune Magazine”, January 15, 1996.</td>
</tr>
<tr>
<td>#8 10/26/15</td>
<td>Leadership Individual Written Assignment #5 Due</td>
<td>1. Howard Schultz: Building Starbucks Community (A) (HBR 406127) 2. Howard Schultz: Building Starbucks Community (B) (HBR 407127) 3. “Level 5 Leadership”, by Jim Collins (HBR R0507M)</td>
</tr>
<tr>
<td>#10</td>
<td>Leading Change</td>
<td>1. David Lassman at E-L Products</td>
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### Instructions and Study Questions

Note: I do not expect written responses; these are NOT to be answered for the ‘Individual Written Assignment’.

#### Class 1 – Class Introduction and Introduction to the Case Method
Please read the article “The Case Method” and the course syllabus in preparation for our first class.

#### Class 2 – Organizational Culture
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?
**Accounting Fraud at WorldCom**

1) Why were the actions taken by WorldCom managers not detected earlier? What processes or systems should be in place to prevent or detect quickly the types of actions that occurred at WorldCom?

2) Were the external auditors and board of directors blameworthy in this case? Why or why not?

3) Is Betty Vinson a victim or a villain? Should criminal fraud charges have been brought against her?

   How should employees react when ordered by their employer to do something they do not believe in or feel uncomfortable doing?

4) Use ‘Elements of Culture’ note to analyze Worldcom’s culture.

NOTE: Please bring the two documents “Note on Culture” and “Elements of Culture” to class; we will reference both documents during class.

**Class 3 - The Analyst’s Dilemma**

We will call the woman who works at B&B (the protagonist in the case) “Amy”.

1) To whom should Amy feel obligated and why? To whom should Lori feel obligated and why?

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?

3) Have you ever been in a situation like the one faced by Amy in the case? Does she really face a difficult moral problem?

4) 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?

**Class 4 - SAS Institute**

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?

**Class 5 – Acme Corp. – Organization Structure**

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?

**Class 6 – John Cook at Apex Corporation – Performance Evaluations**

1) What has been your experience with performance evaluations? Were the experiences positive or negative?

2) Do you believe performance evaluations should be ‘scrapped’, as the article suggests?
Class 7 - Gandhi and Patton
If possible, please watch both movies prior to class. (Note that watching the movies prior to class is NOT A REQUIREMENT). Consider Patton and Gandhi with respect to the five traits of charismatic leaders:

- **Simplify and exaggerate the vision/strategy; articulate the vision/strategy.** The message is simple and easy to understand, which is facilitated by the use of symbols, analogies, stories and imagery.
- **Romanticize risk.** They do what hasn’t been done before. They work on hearts and minds.
- **Defy the status quo.** They are rebels and exhibit behaviors that are out of the ordinary.
- **Step into another’s shoes.** They are empathetic and can see things from another person’s perspective. They are sensitive to follower needs.
- **Spar and rile.** They goad, challenge, prod and poke. They test one’s courage and intellectual meddle.

Class 8 - Howard Schultz: Building Starbucks Community
1) How does Howard view his employees?
2) Did Starbucks correctly handle the leaking to the press of Howard’s February 14th, 2007, memo? Would you have handled it differently, and if so, how?
3) The four major characteristics of a mission statement (also known as ‘the four M’s’) are:
   a. Memorable – It needs to be short and punchy enough so that people can recall it readily.
   b. Motivating – It needs to give an emotional charge.
   c. Manageable – It has to seem feasible if it is to be credible.
   d. Measurable – Everyone needs to know if progress is being made toward achieving the mission, i.e. have readily measurable parameters to gauge progress.
How would you rate Starbucks’ mission statement on these four characteristics?

Class 9 - Warmth and Competence
1) How do you define ‘warmth’ and how does it relate to trust? How do you define ‘competence’ and how does it relate to respect?
2) Do you make snap judgments as described in the ‘Psyche on Automatic’ article? How do you determine if someone is cold versus warm, i.e. do you ask certain questions; do you analyze postures/facial expressions; do you focus on specific verbal cues?
3) 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?
4) 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?

In Praise of Followers
1) What kind of follower are you currently? Have you been a different kind of follower at other points in your career and/or in other organizations?
2) What do you need to do to become an ‘Effective Follower”’? What must your direct supervisor do to assist you and all of his/her direct reports in becoming Effective Followers?

Class 10 - David Lassman at E-L Products
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.

Class 11 - Medisys Corp.: The IntensCare Product Development Team
In class, we will do some role-playing, so please be prepared to step into the shoes of one of the people in the case.
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?

**Class 12 - Five Dysfunctions of a Team**

1. Analyze a team you are on currently at work or were on recently at work. 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 you 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?

3. Was the Medisys team (from last week’s class) experiencing any of the five dysfunctions?

**Is Silence Killing Your Company?**

Is ‘silence’ an issue in your organization? What, if anything, has been done to alleviate this problem?

**Class 13 - Skill and Passions**

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 you are passionate about, i.e. what you would love to do if money were no object. Your hobbies, what you enjoy reading, and what you talk about with friends and family can help you uncover these.

3) Does your current job (or the job you most recently held) utilize your skills and does it ignite your passions? Ideally you will find a job that combines both your skills and your passions. Ideally your job will be your “paid hobby”. In class, we will discuss what you have uncovered.

**Hire Slow, Fire Fast**

1) If you are hiring someone, what are the key characteristics you looked for in a candidate, i.e. what traits should the successful candidate have? How do you determine if the candidate has those characteristics?

2) What are the best and worst questions you have been asked in a job interview?

3) What have been your best and worst interview experiences? Why?

4) How do you determine if a person will be a good ‘fit’ with an organization? How do you define ‘fit’, i.e. is it culture, values, work ethic, etc.? How important is that ‘fit’?

5) Have you ever hired the wrong person, and if so, what did you do about it? What % of new hires do we get right?

**Class 14** - None

**Class 15**

In our final class, we will discuss topics of your choosing. Of course these topics should have something to do with Organizational Management. Please send me topics of interest and I will come to class prepared to lead a class discussion on them.

Also, we will share ‘Universal Truths’, which I define as 'Rules to live by and observations about life'. Some examples of my Universal Truths are:
1. Nothing beats telling the truth.
2. Do what you love. Life is easier when you are doing what you are supposed to be doing.
3. Change is good.

Please send me three or four of your 'Universal Truths', which I will compile and share with the class.

**Please e-mail your discussion topic ideas and universal truths by Friday, December 11th, at 6:00 so that I have enough time to prepare for class.**

Please complete the 'Organizational Management Case/Article Evaluation Template’, which you received at the beginning of the semester, and bring it to class or e-mail it to me. I value your feedback so please take the time to complete this carefully.

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**Individual Written Assignments**

The individual written assignments are due by the beginning of class on the due date. Please submit a Word document (not pdf) via Blackboard. This paper is an individual effort; you may not work on this paper with other students. Note that there is a maximum length for each assignment: some papers are 600 words and others are 800 words – please read the assignment carefully!

Grading rubric (20 points maximum) – each bullet below reduces the grade by 1-2 points, (except for late papers, which receive 0 points):

- Argument refutes case/article facts and/or is not supported by information in the case/article.
- Essay does not stay focused on its core points and/or lacks any particular point of focus.
- Response is too short and does not include enough detail.
- An assertion is made but not defended nor elaborated on; if you make an assertion/decision, you must defend it.
- Too much case fact restatement and not enough analysis.
- Excessive poor grammar, run on sentences, etc.
- Paper too long, i.e. it exceeds the stated word limit; note that some papers have a 600-word limit and some have an 800-word limit.
- Paper turned in late (0 points)

*Pointer: It is important that you support your analysis with case facts. It is equally important that you draw conclusions based on those case facts – i.e. don’t just restate case facts; also consider what those facts mean and how they impact your decisions/arguments.*

For the individual written assignments, you are not required to footnote if you quote the assigned article and case. However, if you quote/reference another document, you must cite that via footnotes.

**Individual Written Assignment #1 – ‘Worldcom’**

The paper must be less than 800 words. For this assignment, please read the ‘Accounting Fraud at Worldcom’, ‘Note on Culture’ and ‘Elements of Culture’ and answer the following question:

*What are the pressures that led Worldcom executives and managers to falsify the company’s financial records?*
Individual Written Assignment #2 – ‘The Analyst’s Dilemma’
The paper must be less than 600 words. For this assignment, please read ‘The Analyst’s Dilemma (A)’ and ‘The Discipline of Building Character’ 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’. What should Amy do and why?_

Individual Written Assignment #3 – ‘SAS Institute’
The paper must be less than 600 words. For this assignment, please read ‘SAS Institute (A)’ and ‘Why Incentive Plans Cannot Work’ and watch the Daniel Pink video and answer the following question:

_Can SAS expect to thrive with its unique approach to pay, benefits and other management practices? Why or why not?_

Individual Written Assignment #4
The paper must be less than 800 words. For this assignment, please consider all of the readings and class discussions from the course to date (through class #6) and answer the following question:

_What is the one key lesson you learned from the course so far? Describe the implications this lesson had for you in a prior job, or may have for you in a current or future job._

Individual Written Assignment #5 – ‘Howard Schultz at Starbucks’
The paper must be less than 800 words. For this assignment, please read ‘Howard Schultz: Building Starbucks Community (A)’, ‘Howard Schultz: Building Starbucks Community (B)’ and ‘Level 5 Leadership’ and answer the following question:

_Is Howard Schultz a Level 5 leader? Why or why not?_

Individual Written Assignment #6 – ‘Medisys’
The paper must be less than 800 words. For this assignment, please read ‘Medisys Corp.: The IntensCare Product Development Team’ and ‘Teamwork Inside and Out’ 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._

Individual Written Assignment #7
The paper must be less than 800 words. For this assignment, please consider all of the readings and class discussions from the course from class #7 (Charismatic Leadership) through class #12 (Building a Team; the Impact of Silence) and answer the following question:

_What is the one key lesson you learned from the course material covered between classes #7 and #12? Describe the implications this lesson had for you in a prior job, or may have for you in a current or future job._