

Management 336: Organizational Behavior

The University of Texas at Austin - Fall 2012



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Class Meeting:	#04525 UTC 1.118 (Aug. 29 – Dec. 5) M/W 2:00 – 3:15 pm
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Prerequisites

- Credit or registration for Business Administration 324 or 324H; and credit or registration for three semester hours of coursework in psychology, sociology, or anthropology.
- Grade Point Average of 2.0 or greater.
- May be counted toward the ethics and leadership flag requirement.

Course Description

The purpose of this course is to provide a basic knowledge of the management of organizations. This course surveys issues pertaining to people in the context of organizations, including behavior and processes related to individuals, groups, and organizational systems. Many of the courses in the business school curriculum teach you to manage information, money, and other material organizational resources. All of those skills will help you become a better manager. But it is your “people skills” that will ultimately have the most impact on your success as a leader. The course is designed to provide an understanding of the fundamental theories of organizational behavior, to build critical thinking skills by analyzing how those theories apply to current management trends and issues, and to develop teamwork, problem solving, and written and oral communication skills.

Lectures follow and/or compliment the text and will build upon the readings from text and assigned articles. Students are expected to be prepared for each lecture by completing the relevant assignment before class. Discussions are an integral part of each class session. Each of you may expect to be called upon to contribute ideas, opinions and insights based on the readings, videos, exercises, etc.

Please see the attached course schedule for assignments and important dates.

Course Objectives

1. Provide an introduction to the management of human behavior in organizations by exploring concepts and information associated with the process of managing organizations and the behavior of the individuals and groups within the organizational setting
2. Analyze how cognitive, behavioral, and emotional outcomes contribute to and sustain organizations, identifying processes and methods that can improve the behavior, attitudes, and effectiveness of organizational members, with a particular emphasis on ethical decision making and change management
3. Explore the management functions of planning, organizing, leading, and controlling at the individual, group, and organizational level
4. Apply organizational behavior and management theories to practice in the classroom, organization, and society through readings from modern management literature

Textbook & Other Class Resources

I have attempted to select one of the best textbooks on the subject of Org Behavior, and also be sensitive to the rising cost of textbooks. As such, I have adopted a textbook published by Flat World Knowledge. Their pricing model is very innovative. If you decide to read or print the textbook from their website, the cost to you is **FREE**. If you decide you want a downloadable or printed and bound copy, it is available direct from the publisher for a modest fee of \$35-\$130. (allow 3-5 days for delivery). The text is **required**.

- **Book:** Organizational Behavior (**required**)
Author(s): Bauer, Talya, and Erdogan, Berrin
ISBN: 978-1-4533-0084-8 (B&W version)
Course: Organizational Behavior
Professor: Dennis Passovoy
URL: <http://students.flatworldknowledge.com/course/986915>
(you may access and / or order the book online – no need to go to the Co-Op to buy it)
- A **Supplemental Reading Packet** is available at the University Co-Op. It contains all of the lecture slides and articles that are part of the required reading for the course. It is **required**.
- The **Harvard Business Cases** are available at the University Co-Op in a packet, or alternatively, for purchase online at Harvard Business School Publishing (<http://cb.hbsp.harvard.edu/cb/access/14111912>). They are **required**. Note, they are a bit cheaper from the Co-Op and already printed out.
- The **Leadership and Team Simulation – Everest** is available from Harvard Business School Publishing (<http://cb.hbsp.harvard.edu/cb/access/14111850>) and is **required**.
- **Desert Survival Situation Participants Booklet** – SM 13101. This is published by Human Synergistics International. It is available at the Co-Op and is **required**.
- Additional materials may be distributed in class (readings, exercises, etc.), through online sites or on Blackboard (<http://courses.utexas.edu>). Some of these materials may have an additional cost.

Grades

Exams / Paper:

There will be two exams during the semester, plus a paper due the last day of class (the nature of which will be discussed in class the week before it is due). There will be no final exam. The first exam is likely to be multiple choice plus short answer and essay; while the second is likely to be all essay (both are subject to change). Material covered on the exam will include the text, any articles and cases discussed in class, as well as class discussions. Exams are NOT comprehensive and ONLY cover the materials assigned in that section of the course.

Case Study Homework (individual preparation):

The case method is one of the most effective means of management education. It is widely used in schools of business throughout the world, and this use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy, complex, and very interesting.

Unlike other pedagogical techniques, many of which make you the recipient of large amounts of information but do not require its use, the case method requires you to be an active participant in the closest thing to the real situation. It is a way of gaining a great deal of experience without spending a lot of time. It is also a way to learn a great deal about how certain businesses operate, and how managers manage. There are few programmable, textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus the case situations that you will face will require the use of analytical tools and the application of your personal judgment.

There is only one secret to good case teaching and that is good preparation on the part of the participants. Since the course has been designed to “build” as it progresses, regular class attendance and active participation are essential. The instructor’s role in the class discussion is to help you develop your ideas through questioning. The instructor’s primary role is to manage the class process and to insure

that the class achieves an understanding of the case situation. There is no single correct solution to any of these problems. There are, however, a lot of wrong solutions. Therefore, my role will be to point out the faulty logic and assumptions and steer us toward identifying several possible scenarios that would deal effectively with the problems presented in the case.

Your homework assignment prior to class is to write a maximum two-page, single-spaced paper on each case by answering the bolded questions in the Case Study Questions listed on Blackboard. You will need to turn in each paper at the end of class on the date that the case is discussed in class plus you are required to upload a copy of your paper to Blackboard prior to class. If you are unable to attend class and still want to receive partial credit, you may upload your paper prior to the start of the class period. Papers submitted without attending class will be eligible to receive up to 50% of the allocated points for the assigned case. Late case papers are not accepted.

During class, I will put you into groups where you will work with your group to discuss additional case questions. In each group, you will need to put together a response for each question and be prepared to present your analysis to the class. It is important that you prepare each case in advance so that your group discussion time can be most productive.

Case Study Homework (team preparation):

You are required to pick one case study to prepare for a team presentation. You will work in your team to prepare the case by answering all of the questions for that case noted on Blackboard (both required and optional questions). In addition, the class audience may ask you additional questions about the case. Please prepare a PowerPoint presentation. Presentations should be no longer than 15 minutes. Since everyone in the class will have read the case, you should focus your time on answering the questions rather than going over the case history. Each member of the team will be required to participate in both the preparation and the presentation. Your grade will be determined by the average of two factors: class audience grade and instructor grade. Only one team may present a given case, so once your team has picked a case, write in your team number on the sign-up sheet on my office door. If your team is presenting, you are excused from having to turn in the individual case write-up.

Team Exercises:

Team Exercises have two grading components. One relates to your individual attendance and performance on that exercise and one relates to your team performance (intra-team evaluation done at the end of the semester) during team activities (e.g., exercises and case presentations). **If you are not present for a given Team Exercise of Case Presentation, you will receive a zero grade on your individual performance component.** There will be no makeup. The only exception to this will be a documented absence, **with my prior approval**. Legitimate excuses include 1) traveling on University sponsored business, 2) you or a family member is sick or hospitalized, with appropriate documentation, 3) you need to attend a funeral, or 4) something of that nature. If I approve the absence, you will still not be given credit for that exercise, but that exercise will not count against you. Do not attempt to present your excuse at the end of the semester when you discover you are just short of the next grade. Again, approval needs to be secured in advance of your absence.

Leadership and Team Simulation – Everest:

This team exercise is a computer simulation where each team member plays a different role as part of team attempting to ascent Mt. Everest. Since it is a computer simulation, it requires that you **REGISTER ON THE HARVARD BUSINESS SITE BEFORE YOU COME TO CLASS**, and that you **WATCH THE INTRODUCTORY VIDEOS ALSO BEFORE YOU COME TO CLASS**.

You will also need to bring a computer to class in order to participate & get credit. In the event you do not have a computer of your own, you may go to the McCombs Media Center (on the third floor) and check one out. There will be no excuse for not have a computer on the day we do this exercise.

Team Evaluation:

Regarding your intra-team evaluation, absences on the dates scheduled for Team Exercises and/or Team Presentation will compromise your contribution to your team and, therefore, may negatively impact the grade you receive from your teammates for your end-of-semester intra-team evaluations. Each team will handle this issue as they mutually decide. **I will not make the decision of whether you get partial or**

full credit for a missed exercise as it relates to the intra-team evaluation. If you have an emergency or other reason you cannot contribute to a team function, you must deal directly with the members of your team. I will not manage that for you (relay a message, make an excuse or adjust your grade after the fact). Each team will be setting those expectations as part of Team Exercise # 1.

Business News:

This is a business course. And all of you are business students. Therefore, it is important that you pay attention to what is going on around you every day in the world of business. Many of you already do this – you listen to NPR, or read the Wall Street Journal, or check in with Yahoo News, or any number of other possible sources to see what’s new and affecting our lives.

Every class session (just about), at the very beginning, we will spend about 5 minutes talking about business news. This is a group discussion; which means that you need to come to class prepared to share with your fellow classmates something you feel is interesting and/or impactful. The only rule: it needs to be about business in some fashion. As you take a moment to research this, also take the necessary time to actually understand it; and be prepared to answer questions if someone should ask.

Calculation:

Your overall course grade will be based on the total number of points you have at the end of the semester out a possible 500 points. **NOTE:** Grades are now awarded on a plus/minus basis.

<u>Item</u>	<u>% of Total Grade</u>	<u>Points Possible</u>	<u>Final Grade Scale</u>
Exam #1	20%	100	93.0 –100% = A (4.00)
Exam #2	20%	100	90.0 – 92.9% = A- (3.67)
AES paper	20%	100	86.7 – 89.9% = B+ (3.33)
Case write-ups (8)	16%	80	83.4 – 86.6% = B (3.00)
Team case presentation	2%	10	80.0 – 83.3% = B- (2.67)
Team exercises (4)	12%	60	76.7 – 79.9% = C+ (2.33)
<u>Intra-team evaluations</u>	<u>10%</u>	<u>50</u>	73.4 – 76.6% = C (2.00)
TOTAL	100%	500	70.0 – 73.3% = C- (1.67)
			66.7 – 69.9% = D+ (1.33)
			63.4 – 66.6% = D (1.00)
			60.0 – 63.3% = D- (0.67)
			0.0 – 59.9% = F (0.00)

Your overall course grade will be determined by the total number of points you have at the end of the semester out of 500 possible points.

Intra-team evaluations consist of the score given each member of the team by his/her fellow team members. This rating will be done around the last day of class (see schedule).

If your grade is borderline (**less than one percentage point away**), it will **ONLY** be considered (not guaranteed) for the higher value if I feel your class participation has been sufficient as to warrant the higher grade. For example, if you attend every class and do all the work, but don’t **EVER** or rarely participate in class discussions, and your percent score at the end of the semester is 89.4%, you **WILL** receive a B.

In addition to the team exercises that contribute to your grade, there may be additional in-class games or exercises that will not be graded; however as noted above, if your grade is borderline your contribution will be noted.

Major grade assignments (e.g., exams and papers) may be reviewed by you for a period of 2 weeks after that assignment is due. After that, the grade is locked and the assignments are filed away. During that review period, you may come to my office to look over your exams and graded assignments and discuss

them with me; however, **under no circumstance may you remove the assignments from my office, nor make any manner of copy for your own or anyone else's use (i.e., exam questions).**

There will be no curve and no extra credit (unless specifically told otherwise). DO NOT LOBBY ME FOR THAT ONE, OR TWO, OR FIVE POINTS YOU ARE AWAY FROM THE NEXT GRADE. You alone are responsible for how well you do in this class.

Work Turned in Late

Late work will **NOT** be accepted unless additional time is approved by the instructor **prior** to the original due date. Work that is not turned in by the approved date will not be accepted.

Communication

I encourage every student to contact me whenever there is a question or concern. Sooner is better than later and dealing with a potential problem in advance is far better than making an excuse after the fact. I expect that emergencies will arise for some members of the class. If an emergency arises that impacts your class performance or contribution, please contact me. To facilitate contact, my home number is listed above.

I may be using Blackboard for e-mails (for instance, to change a due date or assignment), so please be sure that your e-mail information is correctly registered. You may update your address by starting at www.utexas.edu, clicking on UT Directory, choosing Frequently Asked Questions. The first question will provide you with a method for updating your contact information.

Attendance

To perform as well as possible, students are advised to attend every class. If that is not possible, you may get lecture notes from Blackboard and contact other members of the class to clarify information. If, after doing that, you still have questions about the information presented on a given day, please contact me.

Class Participation

Class participation is important and critical in this class. Active class participation will be one measure of your ability to make and communicate sound decisions. Unexcused absences will negatively affect your grade. Your on-going preparation for, participation in, and contribution to the various discussions and activities of the class will be assessed. In addition, attendance, quantity, and quality of contribution count. In short, my expectation is simple--You are expected to "come to every class prepared." More specifically though, what does it mean to come to class prepared? It means that:

1. you will have read the material and have completed all of the assigned cases, exercises and readings;
2. you will be able to articulate the central thesis and the arguments that supported it (them);
3. you will have already mentally critiqued each reading;
4. be able to see how readings relate to and combine with each other;
5. you will be able to provide your answers (and support for those answers) to the questions discussed in class; and
6. you will place your name tag in front of you for each class

In short, I expect that you will come to class prepared and ready to actively participate. Regarding in-class discussions, some of the characteristics of effective class participation are as follows:

1. Do your comments show evidence of a thorough reading and analysis of the materials?
2. Are your points relevant to the discussion in terms of increasing everyone's understanding, or are they merely a regurgitation of the readings?
3. Do your comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? (The best class contributions following the lead-off tend to be those which reflect not only excellent preparation, but also good listening, and interpretative and integrative skills as well.)

4. Do you show a willingness to test new ideas or are all comments cautious and "safe"?
5. Do you interact with class members by asking questions or challenging conclusions?

Clearly, you must participate if you are going to share your ideas with others; but excellent participation does not mean simply contributing in every class. The best contributors in past classes have been those whose contributions were both insightful and persuasive. The issue is one of quality, not simply quantity. If I call on you and you do not want to answer, you are allowed to simply "pass" on the opportunity to respond. Passing once or twice is acceptable, however passing regularly is not advised.

University Standards and Expectations

The University of Texas at Austin has standards that apply to all classes. Below are excerpted pertinent standards.

Religious Holidays:

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Scholastic Dishonesty:

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business:

By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://www.utexas.edu/depts/dos/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Prerequisites:

Students should be advised of specific prerequisites for a course and encouraged to drop the class if they have not been met. These prerequisites will be enforced and students will be dropped from the course. **Instructors may not make exceptions to prerequisites.**

Class Web Sites and Student Privacy:

As part of the e-University Initiative, the University is creating Web sites for all classes using software called Blackboard. In addition to these sites, many faculty have created their own sites using other tools like WebCT. A very common and useful feature in these class Web sites is a class e-mail roster which is available to both the instructor and the students in a class. While this electronic class roster can facilitate collaboration it also raises some privacy concerns. For example, under the Family Educational Rights and Privacy Act (FERPA) individual enrollment information cannot be released, even to other students in the same class, without consent of the student.

A recent opinion from the US Department of Education states that the University must inform students in advance if their name will be appearing on an electronic class roster. Because these electronic rosters exist in many class Web sites, we must inform students of this fact. The paragraph below, which addresses this issue, appeared in the Fall 2001 Course Schedule. In addition, this paragraph should be an included statement in both online and print syllabi for faculty members using an electronic class roster with their class Web sites.

Beginning Fall 2001, web-based, password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>.

Students with Disabilities:

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Honor Code Purpose:

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System:

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System:

Standards -

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying -

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing -

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating -

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations -

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge -

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

These are excerpts from the University of Texas at Austin Office of the Dean of Students website (http://deanofstudents.utexas.edu/sjs/acint_student.php)

The Standard of Academic Integrity:

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on*

Student Services and Activities). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?:

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802](#), *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration:

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\)](#) & [11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you *and/or* another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance *and*, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism:

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent as *your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a

final submission of an assignment *or* a draft that is being submitted to an instructor for review, comments, and/or approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

Plagiarism can be committed intentionally or unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration:

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions:

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

By the way, if you have read this far in the syllabus, please send Prof. Passovoy an e-mail. The first five students to do so will receive two extra credit points.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Course Schedule

Week	Dates	Assigned Readings (Due in Class)	Classroom Assignments
1	8/29	Read: syllabus (cover to cover, before coming to class) and bring questions to class.	Review: Syllabus (in class) Video: <i>The Office</i>
2	9/3	NO CLASS – LABOR DAY	
	9/5	Business News Chapter 1: <i>Organizational Behavior</i> Article: <i>How To Recruit, Retain, and Engage Your Most Valuable Corporate Asset</i> Case: <i>Consolidated Products</i> case (on Blackboard)	Discussion: <i>Consolidated Products</i> case
3	9/10	Business News Chapter 2: <i>Managing Demographic & Cultural Diversity</i> Case: <i>Vanatin</i> (on Blackboard)	Team Assignments Video: <i>Off-Shoring</i> Discussion: <i>Vanatin</i> case
	9/12	Business News Chapter 3: <i>Understanding People at Work</i> Assignment Due: <i>Conflict on a Trading Floor</i>	Video: <i>Pike Place Fish</i> Discussion: <i>Conflict on a Trading Floor</i> case
4	9/17	Business News Chapter 4: <i>Individual Attitudes & Behaviors</i> Case Assignment Due: <i>Lincoln Electric</i>	Video: <i>SAS Institute</i> Team Presentation: <i>Lincoln Electric</i> case
	9/19	Business News Chapter 5: <i>Theories of Motivation</i>	Team Exercise #1: Assignment: Devise a mutually agreeable method for evaluating team member's individual contribution to the team - representing 10% (50 points) of each team member's grade Deliverable: A brief plan to use in scoring individual contributions (to be used the last week of class), written, and signed by all team members.
5	9/24	NO CLASS	
	9/26	Business News Chapter 6: <i>Designing a Motivating Work Environment</i> Article: <i>Why Incentive Plans Cannot Work</i> Case: <i>MBA Hack Job</i> (on Blackboard)	Class Exercise: <i>MBA Hack Job</i>
6	10/1	Business News	Exam Review

Week	Dates	Assigned Readings (Due in Class)	Classroom Assignments
	10/3	EXAM I Chapters 1-6, all articles, lectures, cases, exercises	
7	10/8	<u>Business News</u> Chapter 7: <i>Managing Stress & Emotions</i> Case Assignment Due: <i>Jensen Shoes Ladies</i> – Read Jane Kravitz’s story <u>Gentlemen</u> – Read Lyndon Brook’s story	<u>Team Presentation:</u> <i>Jensen Shoes case</i>
	10/10	<u>Business News</u> Chapter 8: <i>Communication</i>	<u>Team Exercise #2:</u> Assignment: <i>Win as Much as You Can</i> Deliverable: To be announced in class
8	10/15	<u>Business News</u> Chapter 9: <i>Managing Groups & Teams</i> Article: <i>The Employee Engagement Movement</i> Case Assignment Due: <i>Dave Armstrong</i>	<u>Video:</u> <i>The Magic of We</i> <u>Team Presentation:</u> <i>Dave Armstrong case</i>
	10/17	<u>Business News</u> Chapter 10: <i>Conflict & Negotiations</i> Case Assignment Due: <i>GE’s Two-Decade Transformation: Jack Welch’s Leadership</i>	<u>Team Presentation:</u> <i>GE’s Two-Decade Transformation: Jack Welch’s Leadership case</i>
9	10/22	<u>Business News</u> Chapter 11: <i>Making Decisions</i> Case Assignment Due: <i>Mt. Everest</i>	<u>Team Exercise #3:</u> Assignment: <i>Lost in the Desert</i> Deliverable: To be announced in <u>Team Presentation:</u> <i>Mt. Everest case</i>
	10/24	<u>Business News</u> Prep for Team Exercise #4: Do the prep prior to class , including registering for the simulation exercise (on the HBSP site) and viewing the intro videos. Bring laptop computer to class.	<u>Leadership:</u> <u>Team Exercise #4:</u> <i>Leadership & Team Simulation – Everest.</i>
10	10/29	<u>Business News</u> Prep for Team Exercise #4: Continue from 10/18 Bring laptop computer to class.	<u>Leadership:</u> <u>Team Exercise #4:</u> <i>Leadership & Team Simulation – Everest. – continued</i> <u>Exam Review: Case – Martha McCaskey (bring to class)</u>
	10/31	<u>Business News</u> Chapter 12: <i>Leading People Within Organizations</i> Article: <i>T-P Global Workforce Study</i> Case Assignment Due: <i>Managing Diversity at Cityside Financial Services</i>	<u>Video:</u> <i>Google</i> <u>Team Presentation:</u> <i>Managing Diversity at Cityside Financial Services case</i>

Week	Dates	Assigned Readings (Due in Class)	Classroom Assignments
11	11/5	EXAM II Harvard Business School Publishing case – <i>Martha McCaskey</i> Bring <u>Blue Book</u> to class	
	11/7	<u>Business News</u> Chapter 13: <i>Power & Politics</i>	<u>Video:</u> <i>Bush / JFK</i>
12	11/12	<u>Business News</u> Chapter 14: <i>Organizational Structure & Change</i> Case Assignment Due: <i>Royal Dutch Shell in Nigeria</i>	<u>Lecture:</u> <i>Shift Happens</i> Explanation of AES paper assignment & team presentation <u>Team Presentation:</u> <i>Royal Dutch Shell in Nigeria case</i>
	11/14	<u>Business News</u>	<u>Story:</u> TBA
13	11/19	<u>Business News</u>	<u>Guest Lecturer:</u> TBD
	11/21	<u>Business News</u>	<u>Video:</u> <i>Enron: The Smartest Guys In The Room, Part I</i>
14	11/26	<u>Business News</u>	<u>Video:</u> <i>Enron: The Smartest Guys In The Room, Part II</i>
	11/28	<u>Business News</u>	<u>Lecture:</u> <i>Human Resource Policies & Practices</i> <u>Video:</u> <i>Weyco</i>
15	12/3	<u>Business News</u> Chapter 15: <i>Organizational Culture</i> Case Assignment Due: <i>Oil & Wasser</i>	<u>Lecture:</u> <i>RFG – A Corporate Makeover</i> <u>Video:</u> <i>Ben & Jerry's Ice Cream</i> <u>Team Presentation:</u> <i>Oil & Wasser case</i> <u>Course Evaluation</u>
	12/5	<u>Business News</u> <u>AES Paper Due</u>	<u>Team Presentation:</u> AES case (board meeting)

Note: All of the above policies and schedules are subject to change if the instructor deems it necessary. Any changes will be announced in class and in writing, and will take precedence over any other communications.