

Management 336: Organizational Behavior
The University of Texas at Austin - Spring 2011



Instructor: **Mihran A. Aroian**
Office Phone: (512) 471-5912
Office: GSB 5.124H
Office Hours: T/Th 10:00-noon or by appointment
E-Mail: mihran.aroian@mcombs.utexas.edu
Class Meeting: #04345 UTC 1.118
T/Th 8:00 – 9:15 am
TA: Nancy Stano
nancy.stano@gmail.com
TA Office Hours: M/W 10:00 – 11:30am
SZB 352

Learning Outcomes

Our goal is to achieve knowledge and skills for your successful performance in a complex business environment requiring intellectual abilities to organize work, make and communicate sound decisions, and react successfully to unanticipated events. This involves your continued development in such learning areas as communications abilities, problem-solving abilities, ethical reasoning skills, and a general understanding of the process that managers utilize to create and manage successful organizations. An important part of your learning is to study the body of knowledge that has been created in Organizational Behavior and to learn not only from the mistakes of others but from your own mistakes. Our operating environment will be global in scope as I want you to be prepared to interact with persons from other cultures and to manage in circumstances where business practices and social conventions are different than the United States.

Our main learning objectives will include:

- ¥ Individual ethical behavior and community responsibilities in organizations and society.
- ¥ Management responsiveness to ethnic, cultural, and diversity issues.
- ¥ Group and individual dynamics in organizations.
- ¥ Human resource management and development.
- ¥ Management and decision-making in an integrative organizational environment.
- ¥ Individual and group decision making processes
- ¥ The development of skills, knowledge, and tools as they influence the roles and techniques of management
- ¥ Domestic and global perspectives on managing people to achieve organizational goals and objectives
- ¥ The development of negotiation skills to learn how to influence stakeholders
- ¥ And finally, to develop techniques that allow you to understand situations that require constructive confrontation skills with the goal of resolving organizational conflicts

Introduction:

By the time you graduate, you can expect to experience continued restructuring, downsizing, re-engineering, entrepreneurial growth, intense competition, technological change and an expanding web of international linkages among firms. Hence, an important focus of this course is the application of principles and concepts relevant to managing and leading people in dynamic organizations. In addition,

you will gain an understanding of the impact of behaviors and attitudes on others within organizational settings. This will allow you to both recognize group/organizational dynamics and understand how you are contributing to that dynamic. We will undertake several exercises to grow your “people skills” to help you recognize the effect that your behavior has upon others. The readings and especially the cases are critical to your learning. We will also learn concepts to help develop skills to deal with ethical decision making.

Course Design:

The topic of “Organizational Behavior” encompasses team performance, leadership, ethics, role structure, conflict, motivation and a host of other issues that drive the effectiveness and ultimately the performance of organizations. The course will present these issues through text readings, articles, case studies, lectures and group/team experiences.

Students are expected to be prepared for each lecture by completing the relevant assignment before class. Please see the attached course schedule for assignments and important dates.

Required Resources:

1. Subarctic Survival Situation Participants Booklet – SM 15101. This is published by Human Synergistics International. Available at the Coop
2. AES Corporation: Rewriting the Rules of Management (Case Study). Available on Blackboard.
3. “Influencer: The Power to Change Anything” Kerry Patterson, Joseph Grenny, ISBN 007148499X. Available at the Coop
4. “The Monk and the Riddle: The Art of Creating a Life While Making a Living” by Randy Komisar. ISBN: 1578516447. Available at the Coop
5. Course pack from McCombs Copy Center (GSB 3.136)

Free Required Resource:

Yes, you read it correctly, the textbook is free!

Organizational Behavior, Bauer. ISBN0-9820430-6-6. <http://tiny.cc/04345>

The concept and theory lectures will be based on this textbook however you do not need to purchase this book and it is available to read online free of charge. My personal recommendation is that you only use it as a free online resource. From an exam perspective, I would read over the material in the textbook covered during class lectures as a supplement.

Expectations: I expect that we will all:

1. Come to every class, on time and prepared.
2. Maintain a relaxed but professional environment in class.
3. Give each other our best effort at all times.
4. Place your name tag in front of you at all times.
5. I encourage you to visit me during office hours so we can get to know each other. Perhaps you want to talk about career options, future goals & aspirations, or have questions about projects or grades.
6. Blackboard is required for this course. Look at Blackboard announcements weekly for updates, important class notices, and grades. It is your responsibility to check Blackboard regularly.
7. Students must respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance or disrespect for the views of others is unacceptable.

8. Due to abuse by those who came before you, I regret to announce there is a NO LAPTOP policy in my classroom. Also, please turn off your cell phone ring tone.
9. If you have concerns, suggestions, or feedback about any aspect of this class, please voice them to me. You can always talk with me during office hours or by scheduled appointment.
10. I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam. I reserve the right to scan all submitted documents for plagiarism using such tools as Google, TurnItIn, SafeAssign and other tools.
11. If you are late to class please come in quietly and take a seat. If you must leave class early, please tell me before class starts. I would appreciate it greatly.

Exams will not be given early for any reason. An exam or quiz absence is considered excused if 1) you are out of town on a university sponsored event, 2) you or a member of your family is sick or hospitalized, or 3) you are attending a funeral or 4) you are observing a religious holy day. I must approve all absences in advance and I must receive your written documentation within one week of the absence.

Unexcused absences will result in a score of zero on a quiz or exam. Make-up exams will not be given except in emergencies and only within five days of the scheduled examination. If you miss an exam for an illness or other emergency reason, you should notify me as soon as possible and present written documentation. I have final authority to determine if your absence is excused.

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, what does it mean to “come to class prepared?” Coming to class prepared 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.
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.

Grades for participation will be based (loosely) according to the following criteria:

Excellent Participation (A-Level)

- Contribute actively in all class discussions, exercises and activities.
- Share insights of relevant information from reading and from personal experience
- Make succinct comments to move discussion forward rather than repeat what others have said
- Clarify points that others may not understand
- Demonstrate excellent ability to apply, analyze, and synthesize course material
- Demonstrate willingness to take risks by answering challenging questions or offering important insights from personal experience
- Never miss class (except for an unavoidable emergency)

Good Participation (B-level):

- Participate enthusiastically in all class exercises and activities.
- Participate regularly and voluntarily in class discussions
- Contribute relevant and important points to topics of discussion
- Analyze, apply, and synthesize course material
- Almost never miss class

Fair Participation (C-level):

- Participate in class discussion only when called upon
- Contribute relevant and important points to topics of discussion
- Attend class regularly, but miss more classes than others in the course

Poor Participation: any of the following (D-level):

- Reluctantly participate in discussion, exercises and activities
- Make comments that are irrelevant, inaccurate or not helpful
- Miss class often

Unacceptable Participation: any of the following will result in failing participation grade

- Fail to contribute in class, even when called upon

- Fail to participate in class exercises and activities
- Make comments that are inappropriate or offensive to others
- Behave in a manner that is distracting or disruptive to the class
- Miss class regularly

I realize that each person has a unique personality and that not everyone is comfortable actively participating in class. My role is to provide you an incentive to go beyond your comfort zone. I will know the individuals who push themselves beyond their personal standards. I will observe each of you over the course of the semester and make a judgment. In addition, I will provide you an opportunity to give me your perspective regarding your class participation. If you are not confident that your participation has been as strong as you like, it is suggested that you stop by during office hours so that we can discuss your participation and how it can be improved.

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. (This section is based on a note that was prepared by Dan. R.E. Thomas. It is intended solely as an aid to class preparation.)

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 at the end of the syllabus. **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 period, 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 (GROUP PREPARATION)

You are required to pick one case study to prepare as a group presentation. You will work in your group to prepare the case by answering **all** of the questions for that case in the back of the syllabus (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 group 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 group may present a case so once your group has picked a case, write in your group number on the sign-up sheet on my office door. If your group is presenting, you are excused from having to turn in the individual case write-up.

GROUP PROJECT

You will join a team for the group project consisting of 5 members. I will need an e-mail from your team telling me the team members in your group and a paragraph describing the company and problem you intend to research. Each team will conduct a group consulting project for this course. The project requires you to examine a current people-related problem (as apposed to a process-related problem) in a real organization. A problem that has already been resolved or is historical in nature is not acceptable. The purpose of the project is to give your team an opportunity to apply what has been learned in the course to organizational problems in an organization of the team's choice. Your team should identify a public, private, or not-for-profit organization (or part of one) to study. You may select an organization in which one or more of the team members has worked or has been a member. I advise you to be selective in choosing an issue or problem within an organization, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis. You will want to ensure that you conduct primary research and that you document this primary research in your report. Gathering first-person information is important in any project. In addition, you need to come up with at least one highly creative, out-of-the-box solution. It should not be based on the text or other solutions that are commonly known or discussed in class. This solution should reflect your creative, innovative and "wildly" imaginative thinking.

Your group is **required** to gather first-hand (primary) information from people in the organization through direct contact with these people. To obtain a balanced unbiased view, you should speak with more than one person to fully understand the scope of the problem. This information must be documented and verifiable. In person meetings are best although you can have conference calls with the individuals as well as follow up questions via e-mail. However, e-mail should not be your primary form of communication. You may supplement this information with secondary data. Secondary data will only be accepted if it comes from a reliable source. For purposes of this project, data is considered reliable if (1) it comes from the web site of the organization you are studying or (2) if the data comes from any book, magazine, database or journal that is available at any UT library either in paper or electronic format (www.lib.utexas.edu). You should identify a current problem to analyze rather than historical problem. You should focus your analysis by applying the concepts from the course.

At some point, you may find one member of your team who is not pulling his/her own weight. You are urged not to let problems develop to the point where they become serious. Beware of excuses such as “too busy” or “work-health-social problems.” Be reasonable, but don’t let the problem continue to grow. Try to solve the problem yourselves. If you can’t, bring it to me but don’t wait until the end of the project. If I am convinced that someone has not carried his/her fair share – for any reason- I will reduce that person’s grade as low as a zero if I believe it is warranted. I suggest that you openly communicate with the individual. During your career, you will find people who will take advantage of the other group members. Learn to deal with this situation now.

Your group is required to submit a **Group Project Interim Report**. Once you submit your interim report, you are locked into completing the project with this specific company. Up until the interim report, you may change the company and/or the nature of the problem.

1. Each group is required to submit an interim report. The report must be less than two single space pages and typed.
2. This report should provide information regarding the status of the group project as well as what requirements are still needed to complete the project. The report must include the following seven headings and items:
 - a. Names of group members
 - b. Name of organization being studied
 - c. Specific nature of the organizational behavior problem being studied
 - d. Status of primary research including people contacted and brief summary of what has been learned from primary research
 - e. Preliminary recommended and creative solution
 - f. What still needs to be completed
 - g. Any obstacles that are preventing the project completion

Your final written project should contain a maximum of 8 double spaced pages (12 point font, 1 inch margins). The limit does not include appendices, which you are free to use to provide charts, figures, primary research findings, or other material not necessary in the main body of your analysis. If you utilize any published works, please add the appropriate references and properly formatted citations. MLA (Modern Language Association) citation styles are acceptable. The lack of citations is the most common form of plagiarism. Appendices which are not directly reference in the main text will not be read. **Both a bound printed copy and electronic copy are required by the deadline. The electronic copy must be uploaded to the assignment section on Blackboard.** Only one person in each group needs to submit the paper.

Your written report will be graded based on the following criteria. The written report is worth 150 points and the grading rubric below has the point breakdown for each section.

1. Use and understanding of course concepts (20 points)
 - a. Did the project utilize concepts, terminology, and theories that were discussed in the textbook, class discussions, and class exercises?
 - b. Are the concepts, terminology and theories properly used?
2. Understanding of the problem(s) (20 points)
 - a. Does the group truly understand the problem?
 - b. Is the problem an organizational behavior (people) problem or a process problem? Sometimes a problem is caused by a process that is in place rather than a real people problem. If the process were changed, the problem would resolve.
 - c. Is the cause and effect of the problem related?

- d. Is the problem reflective of what was learned/determined via primary research?
3. Standard solution (20 points)
 - a. Provide your overall best recommendation first. This recommendation should have a good balance between solving the problem, solving the problem quickly, and at a “reasonable” cost.
 - b. In addition to the preferred solution, the group should also provide two alternatives that may not meet all the criteria listed above.
 - c. If I worked at the company, would I view the recommended solution as feasible and within reason to implement?
 - d. The solutions should demonstrate that the group understands the benefits and the risks of the recommended standard solutions presented.
4. Creative solution (20 points)
 - a. The creative solution should be highly creative yet believable.
 - b. Solution needs to be a positive solution, not negative (fire everyone, bankruptcy, etc.)
 - c. There are no barriers to the creative solution in regards to cost, time or actual feasibility.
 - d. Creative solution must have high certainty of solving the problem.
5. Primary research (20 points)
 - a. Demonstration and proof of primary research is required including names of people contacted and summaries of discussions in the appendix.
 - b. If surveys were completed, survey results must be presented in the appendix.
 - c. Understanding what you learned from your sources of primary research should be demonstrated.
 - d. If one of your group members works for the firm, or a family/friend works at the firm, additional contacts are required to fulfill this requirement.
6. Writing-style-grammar (20 points)
 - a. Is the report written properly with good grammar, punctuation, sentence structure and spelling.
 - b. Does the report have a natural flow or is it fragmented and difficult to follow.
 - c. Are secondary sources of information cited and referenced? Please use the Modern Language Association (MLA) style for citations.
 - d. Does the report read like it was written by 5 different people or is the tone and voice consistent throughout the document?
7. Overall analysis (30 points)
 - a. Was the overall report well thought through, designed, and implemented professionally?
 - b. Does the report provide a brief synopsis of the company and the problem?
 - c. After reading the entire report, is it clear and concise and the solutions clearly address the problem?
 - d. Is the document balanced between research, understanding the problem, and providing solutions?
 - e. Does the report ramble on or is it direct and to the point.
 - f. If the report were submitted to the company, would it be viewed with credibility?

Group Project Oral Presentations. Each and every member in your group must participate in the oral presentation. Please dress professionally. *Don't* read slides to the audience and *don't* have wordy slides that the audience tries to read while you verbalize something different. *Do* use key words or phrases and *do* use lots of graphics. Make it interesting and professional. **Rehearse!**

Important considerations:

1. Please ensure that you speak loud and clear and that you rehearse your presentation.
2. Make sure you introduce your team members and your organization.
3. You will have 10 minutes to deliver your final presentation plus 2-3 minutes for Q&A. Use your time wisely! Points will be deducted if your presentation goes over the allotted time and if your overtime becomes excessive, I will have to stop your presentation in order to accommodate the other groups presenting.
4. I prefer that you **not use any note cards** during your presentation. Remember, you are only speaking for a few minutes. If you feel you must use a crutch, I will allow you one 4x6 note card per person during your presentation.
5. If you get nervous presenting in front of a group of people, let me share a secret used by performing artists. Eat a banana 15 minutes before you present. The potassium will have a calming effect on your nerves.
6. I will provide a laptop so all you will need is your presentation on a memory stick. If you prefer to use your own equipment – you are required to test it prior to the presentation. Each semester, someone brings equipment that has not been tested and they run into problems. This is the quickest way to lose points.
7. **Please ensure that you speak loud and clear and that you rehearse your presentation.** Please look professional, act professionally, and present professionally.

Grading of Group Project

Your group project is worth 225 points and will be graded as follows.

- Group project interim report is worth 25 points
- Oral Presentation is worth 50 points
 - 50% of your oral presentation grade will be determined by the average grade you receive from your classmates
 - 50% of your oral presentation grade will be determined by the instructor.
- Written report is worth 150 points.
 - You must submit both a written, bound copy of your report and an electronic copy of your report. Electronic copies must be uploaded to the proper assignment section on Blackboard. Only one person in the group needs to submit the electronic version. Both must be received by the due date otherwise it is considered a late submission.
- Confidential Group Project Evaluation Form
 - Each team member is required to submit a copy of the Confidential Group Project Evaluation Form **by midnight of the day of your group presentation**. I will provide a URL towards the end of the semester for you to complete this form online. Failure to submit the form will result in 25 points being deducted from your grade.
 - **Note:** Any group member receiving an average of less than 90% of the group average on the evaluation will receive the ratio of their group average compared to the combined group average applied to each project grade. For example, a group receives 135 out of 150 points on the written project report. The team evaluation at the end of the semester shows a group evaluation average of 90%, based on all group members. One member of the team received a 60% average on their evaluation. Since their score is below the 90% cutoff score ($.9 \times 90 = 81\%$), they will receive $60/90$ (or 67%) of the score received by the group on the

project. This will yield a score of 90 points on the group project (.67 X 135 points earned by the team) for that individual student (other team members receive 135 points each).

CROSS-CULTURAL INTERVIEW

This assignment involves a written analysis of an interview with someone from a cultural group different from your own about their experience working for an organization. The purpose of this assignment is to increase your awareness and understanding of differences in people. Typical cultural differences include gender, ethnicity, age, and sexual orientation. Generally, the most learning occurs when the person is as different from you as possible. You should address the following questions at a minimum:

- Who you met with and why you consider the person different.
- How would you show respect when doing business?
- What would you consider to be very rude business behavior?
- What would you consider unethical in conducting business?
- What differences do you perceive between yourself and members of other cultural groups in the workplace?
- What aspects of your culture or identity do you suppress at work and why?
- What aspects of your culture or identity can you use in your work with others?

Your written analysis should include a summary of the person's responses, as well as reflections about your own learning. The emphasis should be on what *you* learned from the interview. The paper should be no longer than two single-spaced pages. Grading will be based on how well you link any relevant theories in the course to what your interviewee told you and your critical reflection on your own learning. You are required to turn in a hard copy and upload your paper to Blackboard.

TOP FIVE TAKE-AWAYS

This assignment provides a final opportunity for you to synthesize and share your learning with the class. Reflect on your learning in this class and write up a list of your "Top Five Take-Aways" from the course. Explain why you chose each concept, how you have utilized it in your own life, and how you think it will help you in your future role as a leader. There is no set length of the paper. That depends on your learning. You are required to turn in a hard copy and upload your paper to Blackboard. Single-spacing, please.

Obviously you will not be graded on whether your choice of a learning point is valid or not. Your learning is your learning. Your grade will be based on how well you explain that concept's application to your life.

Your presentation in class will be fairly informal. Each member of the class will have about a minute or so to share a point or two about your most important learning from the course. It is simply an opportunity to reflect on your learning with your peers. Sometimes hearing what is important to other people can also contribute to your own learning.

SELF-ASSESSMENT

You can fulfill this assignment online at <http://www.passovoy.com/assessment/sal/quick.html>. You may want to print out the results as you cannot save them online.

You are required to complete a minimum of 25 assessments. Please write a maximum two-page write-up regarding what you learned about yourself. You do not need to tell me what scores you received. You do not need to tell me which assessments you took. I simply want to know what you learned about yourself. In some cases, you will be surprised by what you learn about yourself – both positive and negative. Each write-up must (1) include a statement stating that the minimum requirements (completed a minimum of 25 assessments) were met (2) be typed and single spaced and (3) be signed by the student. Do not submit your individual assessments – this is for your use only. Since I require your original signature on the document attesting that you met the minimum requirements, you may not e-mail your write-up. However, you are required to upload your paper to the assignment section on Blackboard.

INFLUENCER: THE POWER TO CHANGE ANYTHING

You have two requirements regarding this book. The first requirement is to prepare a group presentation. You are required to read the entire book and to prepare with your group a presentation on some aspect of the book. Your group is to pick a theme from the book and present it to the class in a 10-minute presentation. An acceptable presentation is to simply reiterate what is in the book and present this material. A good presentation goes beyond the book and looks for examples or analogies that can be applied to good organizational behavior skills of a corporate manager. An exceptional presentation goes beyond the first two requirements and looks for examples in current news stories that seem to be based on some of the principles outlined in the book.

The second requirement is a two-page single spaced paper that is to be completed individually. You are required to turn in a hard copy and upload your paper to Blackboard. This paper is about you and your plan to improve yourself, your place of work, or some organization that you are involved in directly. The paper should address the following issues:

1. Identify your desired results
 - a. What are the results you want to achieve?
 - b. What are the measures you'll use to track your progress?
 - c. Who is involved in your efforts?
2. Find and clarify your vital behaviors. A vital behavior is a high-leverage action that will directly lead to the results you desire. Vital behaviors should also meet the following two criteria. (1) Each one should be a behavior and not a result. (2) Each behavior should be recognizable and repeatable.
 - a. What are the few vital behaviors that will have the greatest impact on your desired results?
 - b. Based on the criteria above, list three behaviors you'd like to implement? How are these behaviors different than what you have tried in the past?
 - c. How credible is each vital behavior that you listed? Have you found credible research done by others that validates the behavior you listed?
3. Diagnose the current behavior. Why does change seem impossible?

THE MONK AND THE RIDDLE

During the semester, you are to read the book *The Monk and the Riddle*. I strongly suggest that you begin reading early to ensure that you complete it. Based on the concepts presented in this book, you are to write a maximum two-page, single spaced report. I require both a hard copy and electronic copy submitted on Blackboard of your report. Both must be received by the due date otherwise it is considered a late submission.

Theme of your paper. I want you to write about Leadership versus Management. Specifically, what did Randy learn about leadership from Bill Campbell during their time together at Claris? What leadership qualities did Randy then learn from Bill that ensured that the management team at GO stayed intact even though “the ship was sinking” at GO? Finally, relate all of this to the predicament that Lenny is in with funerals.com. Why does Randy believe that Lenny is headed towards failure and what does Randy believe it will take for Lenny to succeed?

EXTRA CREDIT

I will provide you with two opportunities to obtain extra credit. You may do option one or option two. The credit will be in the form of 20 extra points.

Option 1. Providing some volunteer services for the Multicultural Refugee Coalition (www.mrcaustin.org). I will be posting additional information about the Multicultural Refugee Coalition opportunity on Blackboard and will arrange for the executive director of the organization to make a brief pitch to the class.

Option 2. To obtain the extra credit, you are to attend one **classical music concert** which may include the Austin Symphony Orchestra, the UT Symphony, or any UT classical chamber music concert during this semester. If you are unsure if the event you want to attend qualifies as a classical music concert, feel free to ask. Attending jazz, modern, or other non-classical events will not qualify for extra credit. You must submit a one-page, single-space analysis of how organizational behavior has a role in this concert by the last class meeting. Please attach either your ticket stub or concert program as proof of your attendance. Student tickets for the Austin Symphony (www.austinsymphony.org) are only \$5 at the door with your student ID and can only be purchased for \$5 immediately before the concert. The UT Symphony and chamber music events are generally free and their calendar can be found by clicking on the calendar at <http://www.music.utexas.edu>. I will also announce concerts from time to time.

Grading:

Grading will be determined by the following factors:

Assignment	Points
Exam 1	150
Exam 2	150
Project Paper	150
The Monk and the Riddle Paper	50
Cross-Cultural Interview	25
Top Five Take-Aways	25
Group Case Presentation	50
Influencer Paper	50
Influencer Presentation	50
Project Oral Presentation	50
Project Interim Report	25
Class Participation	100
Case Papers (10)	100
Self-Assessment	25
Total	1000

Grades

Letter Grade	Low Range	High Range
A	930	1000
A-	900	929
B+	867	899
B	834	866
B-	800	833
C+	767	799
C	734	766
C-	700	733
D+	667	699
D	634	666
D-	600	633
F	0	599

At the end of the semester, there will be some students with 899 or 799 points who will be asking for a few more points to increase their grade. If you find yourself in this situation, let me share with you some words of wisdom. Let me know why you have earned the higher grade – not that you only need a few more points.

Grading Questions or Appeals:

1. I am happy to discuss a paper or exam grade with you. Talking to me about your graded assignments is a great way to learn how to improve throughout the semester. If you wish to have a grade reconsidered, you must first submit to me a written statement outlining your reasons. This allows you to collect your thoughts and make your best case for a higher grade.
2. In order for the assignments to remain fresh in both of our minds, you must submit this appeal within 10 days of receiving the grade. The ten-day period will begin on the day the grade is posted on Blackboard.
3. Regarding writing assignments, I will re-grade the entire work, and if I was overly generous I will deduct points. Thus, your grade can go up or down on a re-grade.
4. **DO NOT WAIT UNTIL THE END OF THE SEMESTER, ONCE YOU REALIZE YOU MAY NEED ADDITIONAL POINTS, TO TAKE THIS ACTION. IT WILL BE TOO LATE!**

Work Turned in Late:

Numerous problems are lurking out there to help you miss assignment deadlines. Computer failures, family crises, work obligations, and misreading the syllabus will all send you scrambling to complete papers on time. Plan ahead and be ready to work around problems. Papers are due at the **beginning** of the class period, unless noted otherwise. Late papers will be docked a letter grade for every weekday they are overdue. Case write-ups are not accepted late. If you know ahead of time that you will have a problem completing an assignment on time, please contact me. Missed deadlines can only be excused upon presentation of either an obituary about a deceased relative or a legal or medical document.

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.

Absences:

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

University Standards and Expectations:

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

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.

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. Aroian an e-mail. As the first person in the class to have read this, you deserve some extra credit points. To date, nobody has ever claimed this extra credit.

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 (any changes will be announced in class and on Blackboard)

Date	Topic/Reading	Assignments
Jan 18	Course Introduction & Syllabus Review	
Jan 20	Introduction to Organizational Behavior, Syllabus Review, Team Formation Bring to class any syllabus-related questions Chapter 1 & 2 in Bauer	Read syllabus cover to cover
Jan 25	The MBA Hacker Case (read case on Blackboard) Vanatin Case Study (read case on Blackboard)	Read both cases prior to class
Jan 27	Introduction to Organizational Behavior Chapters 1&2 in Bauer (continued) Consolidated Products Case (read case on Blackboard)	Read Consolidated Products case on Blackboard
Feb 1	Individual Behavior: personality, perception, attribution, attitudes & behaviors Chapters 3&4 in Bauer Chapter 4 exercise on Blackboard	Self-assessment paper due Read Chapter 4 Exercise on Blackboard
Feb 3	Subarctic Survival Situation	Complete Part 1 of Subarctic prior to class
Feb 8	Managing Groups & Teams Chapter 9 in Bauer	e-mail information regarding group project
Feb 10	Conflict on a Trading Floor Case study	Case write-up paper
Feb 15	Motivation – theory, concepts, application Chapter 5 & 6 in Bauer	Cross-Cultural Interview paper
Feb 17	Lincoln Electric Case study	Case write-up paper
Feb 22	Jensen Shoes Case study Ladies – Read Jane Kravitz’s story Gentlemen – Read Lyndon Brook’s story	Case write-up paper
Feb 24	The Monk & The Riddle in class discussion	Monk & The Riddle paper
Mar 1	Exam 1	Exam 1
Mar 3	Group Project Work Day I will meet with each group to answer any questions and learn about your progress	Interim Group Project Report. Please e-mail report by midnight
Mar 8	Decision Making Chapter 11 in Bauer Dave Armstrong (A) Case study	Case write-up paper
Mar 10	AES Corporation case study Note: case study is posted on Blackboard not in course pack	Case write-up paper

Mar 22	Power & Politics Chapter 12 in Bauer Chapter 12 exercise on Blackboard	
Mar 24	GE's Two-Decade Transformation: Jack Welch's Leadership case study	Case write-up paper
Mar 29	Mt. Everest Case Study	Case write-up paper
Mar 31	Conflict & Negotiation Chapter 10 in Bauer Chapter 10 exercise on Blackboard	
April 5	Job Negotiation in-class exercise - Materials to be provided at start of class Six Habits of Merely Effective Negotiators article (Harvard Business Review)	Article can be found in the course pack
April 7	Managing Diversity at Cityside Financial Services Case Study Royal Dutch Shell in Nigeria	Case write-up paper Case write-up paper
April 12	Influencer Group Presentations	Groups 1-5
April 14	Influencer Group Presentations	Groups 6-10 Influencer Paper Due
April 19	Organizational Culture and Organizational Change Chapter 14 &15 in Bauer Chapter 14 exercise on Blackboard Oil & Wasser Case Study	Case write-up
April 21		Exam 2
April 26	Group Project Oral Presentations: Groups 1-5	Peer Evaluations (1-5)
April 28	Group Project Oral Presentations: Groups 6-10	Peer Evaluations (6-10)
May 3	Top Five Take-Aways Discussion	Top Five Take-Aways paper
May 5	Course Wrap-up The Meaning of Life Lecture	Extra credit due Group Project Reports due

Case Study Questions:

Your homework assignment prior to class is to write a maximum two-page, single space paper on each case by answering the **bolded questions** (also labeled required) in the Case Study Questions. If you are presenting the case to the class, you are required to answer all of the case questions (both required and optional). You will need to turn in each paper at the end of class on the date that the case is discussed in class and upload a copy to Blackboard. If you are unable to attend class and still want to receive partial credit, you may upload your paper to Blackboard 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. All papers must be typed. Late case papers will not be accepted.

Conflict on a Trading Floor

1. **What are the stakes for the protagonist in “Conflict on a Trading Floor?” (Required)**
2. **What options are available? (Required)**
3. **Which would you choose? (Required)**

Cityside Financial Services

1. **What is the root cause of the problems that Cityside Financial Services are encountering? (Required)**
2. **What needs to change in each organization to address these problems? (Required)**
3. **Should organizations aspire to be culturally diverse and, if so, why? (Required)**

Jensen Shoes

Think about the three following situations.

- 1) Their initial meeting where they set the tone of their relationship, discussed work assignments, and communicated their respective goals and expectations
- 2) Their first meeting after Brooks completed the environmental buying trends report, when they revisited work assignments and deadlines
- 3) Their final meeting after Taylor has directed Kravitz to begin documenting Brooks performance
- 4) **What seems to be the underlying problem in this case? (Required)**
- 5) **What suggestions could you provide to Kravitz and to Brooks to improve the situation? (Required)**

Lincoln Electric

1. **How would you describe Lincoln's approach to the organization and motivation of their employee? (Required)**
2. **What role do you think this approach has played in Lincoln's performance over the last 25 years? Have any other factors been more important? (Required)**
3. What factors will be critical to Lincoln's continued success?
4. What recommendations would you make to Mr. Willis?
5. **What is the applicability of Lincoln's approach to motivation to other companies and situations? (Required)**

Royal Dutch Shell in Nigeria

1. **Why has Shell become the subject of criticism and controversy? (required)**
2. **During its time in Nigeria, what, if anything, should Shell have done differently? (required)**
3. **What is your appraisal of Shell's stated business principle of noninvolvement in political matters? (required)**
4. As Brian Andersen, what would you recommend to Shell's Committee of Managing Directors regarding the death sentence for Saro-Wiwa and his co-defendants? What, if anything, would you do personally about this matter?
5. What advice would you give Shell's leadership going forward?

GE's Two-Decade Transformation

1. How difficult a challenge did Welch face in 1981? How effectively did he take charge?
2. What is Welch's objective in the series of initiatives he launched in the late 1980's and early 1990's? What is he trying to achieve in the round of changes he put in motion in that period? Is there logic supporting the change process?
3. **How does such a large, complex diversified conglomerate defy the critics and continue to grow so profitably? How has Welch's various initiatives added value? (Required)**
4. **What is your evaluation of Welch's approach to leading change? How important is he to GE's success? Will it be easy to replace him? (Required)**

Dave Armstrong

1. **Which job should Dave Armstrong take and how did you reach this conclusion? (Required)**
2. **What key qualitative aspects did you focus on? (Required)**
3. **Relate the decision making process that Armstrong should undertake to the decisions that a corporation must make when facing a high degree of uncertainty. (Required)**
4. Could you build a quantitative, data-driven model to help reach a conclusion?

Mount Everest – 1996

1. Why did this tragedy occur? What is the root cause of this disaster?
2. Are tragedies such as this simply inevitable in a place like Everest?
3. **What is your evaluation of Scott Fischer and Rob Hall as leaders? Did they make some poor decisions? If so, why? (Required)**
4. **What are the lessons from this case for general managers in business enterprises? (Required)**

Oil and Wasser

1. What do we know about these two companies? What about their organizational cultures, and the way they go about leadership development?
2. What factors (i.e., personal, organizational, cultural) might be involved in producing the tension between Michael Brighton and Dieter Wallach?
3. **In your opinion, what *can* HR do to promote a “global mindset” in the combined organization? (Required)**
4. **What recommendations would you make concerning the requested leadership development plan? What about for HR and the combined organization in general? (Required)**

AES Case Study

The position you argue for will need to be written from the perspective of you as a director on the Board of Directors trying to convince the other directors that your position should prevail.

- Please select **only one** of the three positions to write about and defend.

1) Status quo – You should argue for the founders to be left in place and any changes made will be left up to the founders. No changes will be dictated by the Board.

2) Keep founders, but changes need to be made – You should argue for the founders to be left in place but you should also argue that changes need to be made. It is not necessary for you to redesign the company here unless it is for the purpose of making your point about change; just present the reasons why additional changes are necessary.

3) Fire the founders, and changes need to be made – You should argue for the founders to be fired by the Board and be replaced by a new Chairman and a new CEO. You should also argue that changes need to be made. It is not necessary for you to redesign the company here unless it is for the purpose of making your point about change; just present the reasons why additional changes are necessary. Your argument should draw on the facts presented in the case study, along with the concepts you have learned in this course.

In addition to the above question, you are required to respond to the following question. From strictly a management position, what have been the key policies and procedures that allowed AES to be successful for 25 years?