
**ORGANIZATIONAL BEHAVIOR
MANAGEMENT 336
FALL 2012 - UNIQUE # 04540
UTC 1.118**

Professor Taeya Howell

Office: CBA 3.332S

Office hours: Thursday 1-3 pm and by appointment

Email: Taeya.Howell@phd.mcombs.utexas.edu (best contact method)

Course Overview

This is a survey course in organizational behavior designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing human behavior in organizations. In this course, we will apply theories about individuals, groups, and organizations to concrete situations, both through case analyses and in-class exercises. Class time will involve some lectures, but the main focus will be applying theories from the assigned readings. We will investigate the following areas:

- Individual behavior in organizations, including personality, decision-making, personal networks, and ethics
- Interpersonal behavior, including teamwork, conflict, leadership, power and influence, and negotiation
- Organizational factors affecting behavior, including reward systems, culture, and organizational design

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Course Objectives

Course Goals:

- Help you to understand your own personality and how it might influence your actions
- Help you to develop an understanding of individual and interpersonal behavior
- Explore organization culture and socialization so that you can better adjust to new work situations
- Give a basic introduction to negotiating skills and influence tactics
- Review ethics issues and concerns
- Help you learn to manage groups and understand group decision-making

My expectations for you are to:

- Read all assigned materials before class
- Contribute to class discussions
- Complete all assignments on time
- Contact me for appointments if you need help

Course Materials

1. Textbook (OB): Bauer and Erdogan. *Organizational Behavior*. Flat World Knowledge. Irvington, NY.
There are several ways to order the textbook: (a) the black and white version can be purchased at the University Co-Op; (b) you can view the entire textbook for free online at <http://students.flatworldknowledge.com/course/947487>; (c) you can order the full color version, black and white version, eBook version, or print-it-yourself pdf version (full book or individual chapters) from the website.
2. Course Packet (CP): MAN336 course packet available at the UT Copy Center located on the 3rd floor of GSB. **Be sure to purchase the packet for Prof. Howell's section.**
3. Power Point Slides: will be posted on Blackboard **after** each class.

Grading

Your learning in this course will be assessed with three types of individual tasks (class preparation and participation, quiz and exams, and essays) and one group task.

Class Preparation & Participation	10%
Individual Reflection Papers	20% (10% each)
Exams 1 and 2	40% (20% each)
Final Team Project & Presentation	30%

Grading is based strictly on mastery of course material. No “curves” will be used. Letter grades will be assigned as follows:

A	93.00 - 100	C+	76.67 - 79.99	D-	60.00 - 63.32
A-	90.00 - 92.99	C	73.33 - 76.66	F	Below 60
B+	86.67 - 89.99	C-	70.00 - 73.32		
B	83.33 - 86.66	D+	66.67 - 69.99		
B-	80.00 - 83.32	D	63.33 - 66.66		

1. **Class Preparation & Participation (10%).** Class discussions are a primary way of learning for this course. When students are well prepared, class discussions can enrich understanding of course material. If you are well prepared, i.e., you have familiarized yourself with the readings (and cases, where applicable), it will be easier to participate. Comments should be thoughtful and analytical. Comments based solely on “gut reaction” generally do not add much value. Participation that does not add any value is treated the same as not participating. Any student who is fearful of speaking spontaneously, perhaps due to fear of public speaking

or not having English as a first language, should see me within the first two class sessions so we can arrive at common expectations for your performance.

You will need to display your name cards during class, as this is how I will track attendance and participation. On the back of your name card, you may write down your comments made during class. I will collect name cards at the end of each class and mark your comments towards class participation.

Attendance and Punctuality: Attendance is very important for every class session. If you do miss a class, it is your responsibility to find out from your classmates what material was covered and what handouts you may have missed. Being on time to class is also very important—entering class late is highly disruptive and disrespectful to your fellow classmates. **Absences and lateness are treated the same in this class. Both will have a negative impact on your class preparation grade.**

By UT Austin policy, you must notify me of a pending absence due to observance of a religious holy day 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.

Here is a list of things I look for in class participation:

- Are the points made relevant to the discussion? Are they linked to the comments of others?
- Do the comments add to our understanding of the situation?
- Do the comments show evidence of analysis of the case?
- Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
- Is there a willingness to share?
- Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
- Is the student willing to interact with other class members?
- Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
- Does the student ask questions rather than limit participation to responding to others' questions?
- Does the student behave professionally? You will be expected to treat this class like you would any other business situation. Please see the administrative policies in Appendix A for more details on the definition of professionalism.

- 2. Individual Reflection Papers (10% each, 20% total).** You will be responsible for two short papers during the semester. You will submit these papers at the **beginning of class** on the day it is due. In the first paper, due **October 4th**, you will evaluate an ethical framework that we have covered in class (or one that you have researched outside of class) that you believe is best suited for your philosophical beliefs. Your paper should explain (1) why you

believe this framework is optimal for you, and (2) why the other ethical frameworks covered in class are not optimal for you. Please use real or imagined examples to support your arguments. In the second paper, due **November 6th**, you will analyze an aspect of your teamwork on the group case analysis assignment, applying concepts from the class sessions on leadership. Reflection papers must be typed, double-spaced, with 1-inch margins and 12-point type. Papers are limited to 4 pages. I will provide additional formatting instructions and grading criteria as the first due date nears.

3. **Exams (20% each, 40% total).** There will be two in-class, closed-book exams. The exams will consist of multiple choice, true/false, and short-answer questions that ask you to apply course concepts to a situation. **Most of the exam material will come from the readings, cases, and lectures.** The first exam will cover material up through and including week 7. The second exam will cover material from week 8 through the end of the course (not cumulative).
4. **Final Team Project & Presentation (30%).** Teamwork in this course will consist of a semester-long project that places your team in the role of consultant to a real organization. Early in the semester, students will self-select into 3-5 person project teams that will identify an organization to work with and study.

Objective

The objective of this project is to provide you with an opportunity to gain a deeper, first-hand understanding of the course material and to practice applying your diagnostic and analytic skills. Accordingly, this project requires your team to work with or study a real organization of your choosing. Specifically, your team will examine a problem or issue of concern that the organization is experiencing.

Your team may choose a public, private, or not-for-profit organization (or part of one) to study. Please note that student-run groups on campus are not permitted as subjects for this project. You may select an organization in which one or more of the team members has worked or been a member. The UT **Volunteer and Service Learning Center** maintains a list of non-profit organizations that would benefit from student volunteers <http://www.volunteersolutions.org/ut/volunteer/>, and the career services office keeps a list of organizations that interview McCombs students.

There are two general approaches your team can take for this project:

- A. Your team can identify and gain access to an organization via your personal network (i.e., family, friends and business acquaintances). Your team will focus on an issue or problem that the organization is facing and is relevant to this course. It may take more than one conversation with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. I advise you to be selective in choosing an issue or problem to study, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.

- B. Your team can gain access to an organization by providing a volunteer service. Thus, with this option, your team will perform a specific task for the organization. Some examples of this type of project would be to do some community service project for a social service agency, or you may conduct some financial or marketing analysis for an organization. Your team can work with an organizational sponsor to select a project that will contribute positively to the mission of that organization. This task should be one that can be completed during the semester and take no more than 10 hours of each team member's time. Performing this task is what will provide your team access to the organization and its members, and this will allow you to identify a problem or issue for your team to assess for this course project.

Irrespective of what option you choose, your team will gather information from multiple individuals employed at (or working on behalf of) the organization through direct contact (e.g., interviews, surveys). You may supplement this information with data from the media, the organization's literature, and other secondary sources. You should identify a relatively recent problem or issue to analyze (i.e., this should not be an historical account of a problem and the company's solution). Your team should focus its analysis by applying the concepts from the course. While it is acceptable and probably necessary to incorporate several concepts from the course, please aim for depth rather than breadth in using course concepts. Your team's efforts will focus on answering the following questions:

- What is a central issue or problem that the organization is facing?
- What course concepts can be applied to understand why this problem/issue is occurring?
- What recommendations can you offer to help improve organizational functioning?

Deliverables

1. On **Tuesday September 4th** you will self-select into 3-5 person project teams. You will supply me with the names of your team members before your leave class that day.
2. **Your project proposal is due in class on Tuesday September 25th**. This 1-page document (1" margins, single spaced, 12-point type) should include:
 - the names of your team members
 - your team name
 - the name of your host organization
 - the position and level of your contact person
 - the approach you will use to gain access to the organization (option 1 or 2 as described above)
 - a brief description (one paragraph) of the problem or issue facing the organization
3. **A status report is due in class on Thursday October 18th**. This 1-page document (1" margins, single spaced, 12-point type) should include:
 - your team name
 - the name of your host organization
 - a brief description (one paragraph) of the problem or issue facing the organization
 - a list of the types of people from whom who are collecting information
 - a brief summary (one paragraph) of what your preliminary analysis has revealed regarding the cause(s) of the problem/issue

4. **An executive summary is due in class on Tuesday November 13th.** This 1-page document (1" margins, 12-point type, single-spaced) should include:
 - your team name
 - a brief statement of the focal problem or issue
 - a brief summary of the contributing conditions (i.e., reasons for the problem/issue)
 - a brief summary of your proposed solution(s)

5. **The oral presentations will be in class on November 27th and 29th.** Presentations will be scheduled by random draw in class on November 13th. You should feel free to distribute to the class any printed material that will assist with the presentation. Your team should assume you are presenting to the management of the firm, along with some board members who do not know about the problem you are analyzing. Each team will provide me with a copy of its PowerPoint slides with Notes pages that summarize the main point for each slide. Your team will receive additional information about the presentation, including a copy of the evaluation form, later in the semester.

Providing feedback. Each team will be assigned to evaluate another team's presentation. The presenting team's grade will not be affected by the evaluation conducted by the other team; the evaluation is for feedback purposes only. Giving feedback will be a large part of your job after graduating.

6. **The final report is due on Thursday, December 13th by 5pm.** You may deliver a hard copy of your report to my mailbox outside the 4th floor Management Dept. reception area. The report should contain a maximum of 10 double spaced pages (1 inch margins, 12 point type). You will be penalized significantly for exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However, appendices that are not directly referenced in the main text will not be read. Additional information regarding the content of the report will be provided later in the semester.

7. **A peer evaluation is due on Thursday, December 13th by 5pm.** This evaluation asks you to provide a confidential evaluation your team members – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). The peer evaluation form will be posted on Blackboard. Your individual grade on the team project may be affected by your peers' evaluations of you. Specifically, I look for a consensus of evidence in the team regarding your demeanor and behavior. Students who receive consistently low peer evaluations from their teammates will have their team project grade lowered accordingly.

Grading

Your team project will be evaluated on the following criteria:

- Problem definition: how well (i.e., thoroughly yet concisely) do you describe the organizational context, the relevant parties, and the factors that are important to the problem/issue?
- Appropriate use of course concepts

- Integration of course concepts with information about the company and problem; i.e., how well do you integrate course concepts with information about the problem to illuminate the problem in a way that suggests potential solutions?
- Extent to which recommendations are consistent with analysis
- Quality of written analysis
- Quality of oral presentation

Weighting of Final Team Project (30% of Course Grade):

Status Report	2%
Executive Summary	2%
Oral Presentation	10%
Written Report	16%

General Words about Teamwork

The issue of equity is a concern that some students have about working in teams and about team grades. If you work harder and do better work than your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Your output for many of the assignments in this school will be a team product, such as a team case presentation. This means that you not only must make a direct contribution to the development of the in-class presentation, but that you also have an obligation to make your team work effectively.

An infrequent problem associated with group projects is a team member who does not do his/her share of the job. You are urged not to let problems develop to the point where they become serious. Beware of excuses like: "I am too busy with urgent work - health - social - problems right now but I'll make it up later." It is surprising how many people who have one problem have a series of other problems. Be reasonable, but don't be a doormat. Everyone in this class is expected to carry an equal share of the teamwork load.

I will not supervise the process any more closely than would most managers in similar circumstances. You are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. If you can't, bring it to me. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person's grade if I believe it is warranted.

5. Extra Credit. You may earn up to **2% extra credit** for either (1) participating in approved research studies during the semester (1% for each hour of participation) or (2) writing a 10-page paper discussing research from at least 2 management journal articles. Option 2 requires prior approval of topic and journal articles from Dr. Jennifer Whitson (Jennifer.Whitson@mcombs.utexas.edu) or Dr. Emily Amanatullah (emily.amanatullah@mcombs.utexas.edu). Announcements regarding new research studies will also be posted through Blackboard. Full instructions for both options are listed online at: <http://www.mcombs.utexas.edu/Departments/Management/Academic-Programs/Extra-Credit.aspx>. If you have any questions please contact: ManSPAdmin@mcombs.utexas.edu.

CALENDAR

Week	Tuesdays	Thursdays
1		8/30 – Introduction to OB READ: Syllabus & <i>OB</i> Chapter 1
2	9/4 – Individual Differences DUE: Group Selection READ: <i>OB</i> Chapter 2; Case Analysis (CP)	9/6 – Individual Attitudes READ: <i>OB</i> Chapter 3; Wolfgang Keller (CP)
3	9/11 – Motivation Theories READ: <i>OB</i> Chapter 4; Lincoln Electric (CP)	9/13 – Designing a motivating work environment READ: <i>OB</i> Chapter 5; Rewarding A (CP)
4	9/18 – Motivation READ: How to Kill Creativity; 6 Myths (CP)	9/20 – Decision Making READ: <i>OB</i> Chapter 6; Biases & Blunders (CP)
5	9/25 – Ethics DUE: Group Project Proposal READ: Doing the Right Thing; MBA Hackers (CP)	9/27 – Ethics READ: Values in Tension (CP)
6	10/2 – Communication & Conflict READ: <i>OB</i> Chapters 7 & 8 (2-4); Good Fight(CP)	10/4 – Negotiations DUE: Reflection Paper #1 READ: <i>OB</i> Chapter 8, parts 5 & 6
7	10/9 – Guest Lecture	10/11 – EXAM 1
8	10/16 – Managing Groups & Teams READ: <i>OB</i> Chapter 9, part 2	10/18 – Managing Groups & Teams DUE: Status Report READ: <i>OB</i> Chapter 9, parts 3-8; Trip Wires (CP)
9	10/23 – Power, Persuasion, & Influence READ: <i>OB</i> Chapter 10, 1 & 2; Persuasion (CP)	10/25 – Power, Persuasion, & Influence READ: <i>OB</i> Chapter 10, 3 & 4; Xerox (CP)
10	10/30 – Leadership READ: <i>OB</i> Chapter 11; Leadership (CP)	11/1 – Leadership
11	11/6 – Organizational Culture DUE: Reflection Paper #2 READ: <i>OB</i> Chapter 12; How Leaders Begin (CP)	11/8 – Organizational Culture READ: Smile Factory (CP)
12	11/13 – Org. Structure & Change DUE: Executive Summary READ: <i>OB</i> Chapter 13	11/15 – Org. Structure & Change READ: RFK High School (CP)
13	11/20 – Team Project Work Day	11/22 – THANKSGIVING NO CLASS
14	11/27 – Team Presentations	11/29 – Team Presentations
15	12/4 – Networks & Career Management READ: How leaders create & use networks (CP)	12/6 – EXAM 2
Finals Week		12/13 DUE by 5 p.m.: Group Project and Peer Evaluation

APPENDIX A

ADMINISTRATIVE POLICIES

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>:

- .. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- .. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- .. Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- .. In the event of an evacuation, follow the instruction of faculty or class instructors.
- .. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- .. Behavior Concerns Advice Line (BCAL): 512-232-5050
- .. Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

Policy Regarding Assignment Formatting

All major written assignments (reflection papers, team business proposal) must be printed. Handwritten reports are unacceptable under any circumstances and will not be graded. It is also critical that major assignments be proofread very carefully. Excessive grammatical and spelling errors could result in a lower grade.

Policy on McCombs Classroom Professionalism

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the undergraduate program experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face

additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.

- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of class. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class. Text messaging during class also is not permitted.

Policy Regarding Re-reads of Graded Assignments

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please submit in writing a brief summary of what you feel needs further attention and submit this request with your original work with my comments within 1 week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Grades for each assignment are considered final one week after returned to the class and will no longer be open for re-reading or discussion. I will not consider any questions about grades other than in writing. Do not attempt to use office visits as a forum to discuss grades -- I do not accept any personal lobbying efforts on behalf of grades other than in writing.

Policy on Academic Accommodations

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities (SSD). SSD is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://www.utexas.edu/diversity/ddce/ssd/>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Policy on Blackboard and Student Privacy

A password-protected Blackboard site exists for this course. Class e-mail rosters are a component of the site. Students who do not want their names included in the electronic class roster 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/gi02-03/app/appc09.html>

Policy on Academic Integrity

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 BBA Program's Statement on Scholastic Dishonesty at

<http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. 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, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Honor Code Graduate School of Business

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 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

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.
- **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 him/ 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.