LEADING PEOPLE AND ORGANIZATIONS

MAN 283.16 – SPRING 2012

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Course Web Page	via Blackboard

COURSE DESCRIPTION AND OBJECTIVES:

Leading people and organizations to achieve their objectives effectively is at the heart of an executive career. Given the complexity of both people and organizations, this is no easy task. Indeed, good leaders are in short supply and are highly prized. While developing one's leadership talents is a lifelong task requiring practice and learning from experience, a systematic understanding of the components of effective leadership can greatly enhance your practice of leadership. This course is designed to help you develop such a systematic understanding. It combines case studies, lectures, group exercises, and simulations to develop a rich, contextually-grounded and theoretically rigorous understanding of the approaches and techniques that leaders can use to get the best out of their people and organizations.

The objectives of the course are:

- To inform and shape students' individual perspectives on how to lead and transform organizations through people.

- To develop facility with the levers of effective leadership – the tools and techniques that leaders can use to get the best out of their people and organizations.

- To enhance capabilities for interpersonal awareness and working in teams: Through both the content covered and through hands-on activities, students will develop and strengthen their abilities to work effectively in teams, their understanding of the importance of individual roles and tasks in teams, and their abilities to manage conflict and collaboration in the interest of achieving team goals.

- To apply frameworks to assess the need for organizational change and to effectively lead change.

- To strengthen critical and integrative thinking about leadership issues: Students will develop and enhance their skills in identifying key issues facing leaders, developing a perspective that is supported with relevant information and integrative thinking, and drawing and assessing conclusions.

LEADERSHIP AND THIS COURSE:

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society. In this course, you will directly enhance your knowledge and understanding of leadership concepts and their implications for, and application to, leading people and organizations. Through class discussion, informal study groups, and formal group projects, you will enhance your communication and collaboration skills. You will learn how high quality, sustainable people management behaviors enhance the ability of managers to lead their organizations effectively and with integrity. Finally, many of the cases and examples involve cultural and international differences, affording you a global perspective on approaches to leading people.

MATERIALS:

Required: A course packet of articles and cases to be used in class is available from the University Duplicating Service on the 3rd floor of the GSB. The cost of the course packet includes fees for several readings, exercises, and a simulation. A proof of purchase (from the packet) must be turned in to me by the start of class on March 26th, 2012. Additional readings will be handed out in class.

COURSE REQUIREMENTS AND GRADING:

In-class discussions are at the core of the learning in this course. The discussions will cover the readings and cases listed in the schedule of classes below, as well as any conceptual material that is presented in lectures in class. Please read all readings and cases in the order that they are presented in the syllabus. To help you prepare for class discussion of the cases, I have provided preparation questions for each case in the syllabus. In general, you should develop detailed knowledge of the content of the reading(s) and/or case(s) assigned for each class session as well as a reasoned perspective on the issues they raise. In addition, you should pay particular attention to how the issues apply to your own experience.

Your final grade for the course will be determined as a combination of the following:

Individual components:
- Class participation: 25%
- Comprehensive exam: 35%

Team components:
- Two team case write-ups: 20%
- Leadership assessment paper: 20%

Plus/Minus grading applies to this course. Letter grades will be assigned in accordance with the grade distribution guidelines set for McCombs School of Business MBA courses by the MBA Programs Committee.

The requirements for each graded component are outlined in detail below:

Class participation will be assessed based on your active contributions to in-class discussions. Students who find it difficult to speak in class should see me – we can schedule participation in discussions in advance so that you will know what points will be raised and can prepare your comments in advance. Since you cannot participate in class discussions if you miss all or part of a class, your participation grade will be negatively affected by absences and tardiness. The template used for grading participation is: absence = 0; missing part of a session plus minor contribution = 1; missing part of a session plus major contribution = 2; attending whole session plus minimal contribution = 3; attending whole session plus medium contribution = 4; attending whole session plus major contribution = 5. Disruptive actions such as comments that distract or disrupt the class rather than contribute to the conversation, or web surfing or e-mailing during class, take away from the class discussion and will negatively affect your class participation grade. To allow for extenuating circumstances, the lowest single session grade for class participation will be dropped from the computation of the class participation grade.

The **comprehensive exam** (closed book) will cover the assigned readings, any additional handouts, lectures, class discussions, and exercises. The exam will test your knowledge of theories and concepts as well as your understanding of how these theories and concepts apply to organizational situations. Illustrative sample questions are provided in the schedule of classes below. Additional instructions will be provided in class.

For each of the **two team case write-ups** your deliverable is a 3-page (12 point Times New Roman font, double spaced, 1-inch margins) written assessment of a case using the case preparation questions *and* the background readings for the session (format: please present your write-up in the form of answers to the case questions). No late submissions will be accepted. Please submit your case write-ups in .doc/.docx files via e-mail.

The **leadership assessment paper** (limit: 6 pages, 12 point Times New Roman font, double spaced, 1-inch margins) is aimed at helping you develop an inductively generated understanding of effective leadership. To complete this assignment, please follow the steps below. **Please note that you many not use leaders from McCombs or UT for this assignment.**

Step 1. Please conduct 6 – 8 interviews with people you consider to be effective leaders. The persons selected might be business leaders, government leaders, community leaders, and/or religious leaders. You will be interviewing the selected leaders about their personal philosophies of leadership, their most significant developmental experiences, the skills and actions they most depend on as leaders, and their recommendations for "students of leadership." Given that you will be investing a fair amount of time and energy studying the results from these interviews, please select the interviewees wisely.

You might find the following questions a useful starting point for the interviews:
- How do you define leadership?
- As a leader, what are the personal skills and actions on which you most depend?
- What are the two or three experiences that you remember as being most influential in developing your leadership skills? What made these experiences so valuable for you?
- What role do personal values play in your leadership effectiveness?
- Do you think that leadership in your arena (e.g., business, politics, etc.) is different from, or involves different pressures and skills, than leadership in other arenas?
- What advice would you offer others who are trying to develop their leadership effectiveness?
- How do you ensure that your organization is developing the leaders that it needs?

Step 2. Once all of the interviews have been conducted, analyze the content of the responses for commonalties or themes. What can be learned from the leaders? How does the data from the interviews compare to what is discussed in class and what you are exposed to in our readings?

Step 3. Prepare a report on what you feel can be learned from the leaders you interviewed. The report should include all of the major learnings that resulted from both the interviews as well as an integration of these learnings into class readings and discussions. In addition, the following questions should be addressed:
- How were the leaders in your interview sample selected?
- What were the themes and key learnings that your team extracted from the interviews?
- What are the principal learning points that students of leadership should take from the interviews with your selected leaders? What lessons, in terms of our own leadership development, should we extract?

The final page of your report should contain a model of your own creation which captures what you feel to be the critical aspects of leadership as indicated by your leadership interviews. Do not underestimate how long it takes to thoughtfully complete a Step 3 that is consistent with and supported by Steps 1 and 2. If Steps 1 and 2 are not adequately developed, you will have problems with this step.

NOTES:
Grades for team assignments: At the end of the course, you will be asked to assess the contributions of each team member to the team's work on the team assignments. Based on your feedback, individual grades for the team assignments may be adjusted by an amount determined by the instructor, in order to ensure equity. During your work on the assignments, if you feel that one or more of your team's members is/are not contributing sufficiently to the team's work, please provide this feedback to the team member(s), along with the changes that you would like to see. If the person's behavior does not change, please inform me.

Re-grading requests: If you would like an assignment re-graded, please submit a clear, written statement that explains why you believe the original grade is incorrect, within 1 calendar week of the date that the graded work is returned. Please note that I will re-grade the entire work, and your grade may go up or down.

MCCOMBS CLASSROOM PROFESSIONALISM POLICY:

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this. Faculty are expected to be professional and prepared to deliver value in every class session. Students are expected to be professional in all respects.

The Texas MBA 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, and enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students do not bring in noisy or odorous food to the classroom.** Recognizing that back-to-back classes are sometimes scheduled over the lunch hour, energy bars and similar snacks are permitted.
- **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 Texas MBA 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 attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **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.
- **Phones and wireless devices are turned off.** Phones ringing or buzzing during class are distracting and cut off the flow of discussion. 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.

Academic Dishonesty

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. The responsibilities for both students and faculty with regard to the Honor System are described on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. As a Texas MBA student, you agree to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (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://deanofstudents.utexas.edu/ssd/index.php. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

SCHEDULE OF CLASSES

Session 1. March 19, 2012. Understanding Organizations as Complex Systems

Organizational alignment: The 7-S model. HBSP Product No. 9-497-045.

Southwest Airlines (A). HBSP Product No. HR-1A.

Session 2. March 21, 2012. Structuring Organizations for Optimal Performance

A Note on organization structure. HBSP Product No. 9-491-083.

Appex Corp. HBSP Product No. 9-491-082.

Session 3. March 26, 2012. Creating an Engaging Organizational Culture

Leading by leveraging culture. HBSP Product No. 9- CMR-260.

Zappos.com 2009: Clothing, Customer Service, and Company Culture. HBSP Product No. 9-610-015.

Session 4. March 28, 2012. Developing and Aligning Talent (continued on next page)
Case write-up # 1 due at the start of class (GE's Talent Machine)

"A Players" or "A Positions"? The Strategic Logic of Workforce Management. HBSP Product No. R0512G.

GE's talent machine: The making of a CEO. HBSP Product No. 9-304-049.

Session 5. April 2, 2012. Motivating Superior Performance

Employee Motivation: A powerful new model. HBSP Product No. R0807G.

Pygmalion in management. HBSP Product No. R0301G.

Session 6. April 4, 2012. Designing and Leading High Performance Teams

Leading teams. HBSP Product No. 9-403-094.

Medisys Corp. HBSP Product No. 4059.

Session 7. April 9, 2012. Leading Global and Virtual Teams
Case write-up # 2 due at the start of class (Managing the Global Team: Greg James at Sun).

Can absence make a team grow stronger? HBSP Product No. R0405J.

How Do You Manage an Off-Site Team? (HBR Case Study). HBSP Product No. 98405X

Managing a global team: Greg James at Sun Microsystems, Inc. (A). HBSP Product No. 9-409-003.

Session 8. April 11, 2012. Enhancing Individual and Team Decision Making

Before You Make That Big Decision …. HBSP Product No. 1106B.

TerraCog Global Positioning Systems: Conflict and Communication on Project Aerial. HBSP Product No. 2184.

Session 9. April 16, 2012. Managing Conflict and Negotiations
Negotiation Analysis: An Introduction. HBSP Product No. 9-801-156.

Michael Fernandes at Nicholas Piramal. HBSP Product No. 9-408-001.

Session 10. April 18, 2012. Leading Effectively
Leadership Assessment Paper due at the start of class.

Leadership That Gets Results. HBSP Product No. R00204.

Coach Knight: The will to win. HBSP Product No. 406-043.

Coach K: A matter of the heart. HBSP Product No. 406-044.

The Micromanager (HBR Case Study). HBSP Product No. R0409X.

Session 11. April 23, 2012. Managing Change: Global Tech Simulation, Part 1
Pre-reading for the simulation will be posted to Blackboard prior to the class session.

Session 12. April 25, 2012. Managing Change: Global Tech Simulation, Part 2

Session 13. April 30, 2012. Changing Organizational Culture

Home Depot's Blueprint for Culture Change. HBSP Product No. R0604C.

Four Seasons Goes to Paris: "53 Properties, 24 Countries, 1 Philosophy." HBSP Product No. 9-803-069.

Session 14. May 2, 2012. Leading with Power

Power and Influence: Achieving Your Objectives in Organizations. HBSP Product No. 9-801-425.

Tipping Point Leadership. HBSP Product No. R0304D.

John Smithers. HBSP Product No. 402041.

Session 15. May 4, 2012. Putting it All Together: Comprehensive Exam
In class comprehensive exam (closed book).

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 McCombs 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 Management 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 McCombs 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 McCombs 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 McCombs 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.

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.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.