

Management 336: Organizational Behavior
The University of Texas at Austin - Fall 2012



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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 only at the Coop
2. AES Corporation: Rewriting the Rules of Management (Case Study). Available on Blackboard.
3. “Made to Stick” by Chip Heath & Dan Heath. ISBN: 978-1-4000-6428-1 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 only from McCombs Copy Center (GSB 3.136)
6. Organizational Behavior, Bauer. <http://students.flatworldknowledge.com/course/1078113>

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 regularly

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. Answer each question separately. Simply write out each question and provide your response for each question. Your preparation will be rewarded: your written response will be graded on a scale. Evidence that you reasonably attempted all parts of the case will earn full points. An incomplete attempt is evidence of less preparation and will receive a maximum of half points. Responses not turned in will receive 0 points. The emphasis here is on effort and not result. Working toward the “correct” answer is not the point; working to understand the case and the underlying issues is what it’s all about.

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. Papers must be both uploaded to Blackboard and a hard copy turned in during class otherwise your assignment is considered late. **Late case papers are not accepted.**

Two strong words of caution. Using the Internet to search for answers to the case questions is not allowed. Harvard Business School Cases are very popular and chances are that if you look diligently, you will find a paper that was written about the questions asked about each case. The objective is for you to come up with your own answers to the questions and not rely on someone else for doing your homework for you. The sanctions for plagiarism are severe. **Also**, do not provide your write-up to another classmate to bring to class on your behalf. This is also academic dishonesty.

CASE STUDY HOMEWORK (GROUP PREPARATION)

You are required to pick one case study to prepare as a group presentation. Since you are presenting the case, you will not turn in an individual case study paper. Please e-mail me your presentation prior to the start of class.

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 and email it to me prior to your presentation. Presentations should be approximately 15-20 minutes in length. Since everyone will have read the case, you should not provide any history on the case. Focus your attention on answering the questions. An excellent presentation will go above and beyond the listed questions. As you read the case, think about what other questions are critical to solving the problem or enhance the opportunity for success. Simply responding to the listed questions will only achieve an average grade. I want you to really think about your case! Your presentation grade is based on the average of the grade by your instructor and the average peer evaluation grade of your presentation.

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. I will have a signup sheet in class so you can sign up to present a case. Assuming that we have ~50 students in the class, the group size for each case will be 4-5 students. You may choose any case to present except for AES Corp.

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.

A strong word of caution. Using the Internet to search for answers to the case questions is not allowed. If you use the Internet to search for answers, this will be considered academic dishonesty. You may use the Internet to research the company or the industry but not for answers to the case questions.

GROUP PROJECT

You will join a team for the group project consisting of 5-6 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 opposed 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** by e-mail. 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 by your team
 - 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. You are also required to email me your final presentation.

Group Project Oral Presentations. Each member in your group must participate in the oral presentation. Please dress professionally and email me your final presentation. *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. 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.
6. **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.

CROSS-CULTURAL INTERVIEW

This assignment involves a written analysis of an **in-person** 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 prior to the start of class in order for your submission to not be late. Late papers will not be accepted.

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 prior to the start of class. Late submissions will not be accepted. 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.

PERSONALITY TEST & SELF-ASSESSMENT

Your assignment is to take a Myers-Briggs Personality test. The test is free and will place you in one of sixteen personality types. The test will take no more than 15 minutes to complete and will provide you with a sense of your personality and what works and doesn't work for you. The test is only as accurate as your honest answer to each question. Ideally, if you take the test more than once, you should receive a consistent personality type. Your homework assignment consists of the following:

1. Complete the personality test online at <http://similar minds.com/myers-briggs-jung.html> You will see some advertisements when you go to this page. Simply answer the first question (what is your gender) then it will walk you through the rest of the questions. Make sure you record what personality type you are based on the test. This will be a four-letter acronym.
2. Once you know your personality type, go to <http://www.personalitypage.com/high-level.html> and you will see a high level description of each of the 16 personality types. Click on your personality type and read the detailed description.
3. Write up your report and upload to Blackboard, by the beginning of class on the due date, a one-page summary that includes the following information:
 - a. Name, UT EID, Date and "Personality Test" at the top of the paper.
 - b. Provide the personality type that you were given by the test.
 - c. Write what you learned about yourself.
 - d. Write what you agree or disagree with based upon the detailed description of your personality type.
 - e. Your write-up is a maximum of one-page, single space, one-inch margins and 12 point font.
 - f. Upload your paper to the appropriate section on Blackboard by the start of class and bring a hard copy to class. A paper is considered late if both conditions are not met. Late papers will not be accepted.

MADE TO STICK

Your assignment for this book is to prepare a 10-minute group presentation. The theme for this presentation is Dating and Relationship Violence. The goal of your presentation is to develop a message that will ensure that 100% of the UT student population is aware of this important topic. To learn more about this subject visit Voices Against Violence at <http://www.cmhc.utexas.edu/vav.html> and The National Domestic Violence Hotline at <http://www.thehotline.org>

Your presentation should include the six key elements of the book: SIMPLE, UNEXPECTED, CONCRETE, CREDIBLE, EMOTIONAL, and STORY. You have considerable latitude on how to use your 10 minutes. Perhaps you want the 10 minutes to be your full pitch that would be shown to the UT student population. Perhaps you want to develop a 1 minute commercial message then talk about how you developed this commercial and the incorporation of six key elements. It is really up to you and your group to decide. The important aspect is to create that message that will bring about a change. Below are some tips in helping you prepare your presentation. Much of the text below will only make sense once you have read the book. It is meant to help guide you in putting together your presentation.

Simplicity is about finding your core message and sharing it in a compact way. The core message is the single most important thing you have to communicate. The Army has a core message for its battle plans called “Commander’s Intent.” Smart companies like Southwest Airlines have core strategic messages, such as “THE low-fare airline.”

Why is finding the core hard? It’s painful to leave behind ideas that are interesting and important but that aren’t the most important idea. Yet it’s critical to find the core, to prioritize ideas, because of decision paralysis. Decision paralysis leads people to make bad choices when they are confronted with too many choices, and it can be overcome via simplicity (as in the Southwest example). Simple is about prioritization, and it’s also about saying a lot with a little. You can say a lot with a little by using analogies. Think about Hollywood high-concept pitches (Speed is “Die Hard on a bus”). Rather than teaching people ideas from scratch, you can tap into what they already know by using “schemas.” (See pp. 53–55 for an illustration of schemas using the “pomelo” fruit.)

Unexpectedness is about grabbing people’s attention. You can grab people’s attention by surprising them, and an easy way to surprise them is to break a pattern (the way car alarms get our attention by cycling their annoying sound patterns). You can surprise people by violating their expectations. (For example, the way that Nordstrom employees are told stories about “the Nordie who ironed a shirt for a customer who needed to wear it that afternoon.” That breaks the employee’s schema of customer service.) Surprise is an emotion that forces us to pause to collect more information about the world. Surprise gets people’s attention in the moment, and curiosity holds their attention over time. How do you spark curiosity? The “gap theory” of curiosity holds that curiosity comes from a gap between what we know and what we want to know. These gaps cause us a kind of pain—we want to fill them. Hollywood screenplays string us along in this way. Curiosity gaps can work in the long-term: Sony’s 1950s quest for a “pocketable radio” kept its engineers busy for years, and JFK’s “man on the moon” speech kept a nation busy for a decade.

Sticky ideas are usually **concrete**—they are expressed in sensory language. “A bathtub full of ice” in the Kidney Theft legend is a phrase you can visualize (and almost feel). Aesop’s Fables are great examples of abstract moral truths made concrete (e.g., the abstract lesson to “tell the truth” becomes “The Boy Who Cried Wolf”). The distinguishing trait of concrete ideas is that you can picture them in your head. The teacher Jane Elliott made her students experience prejudice with her simulation where she declared the blue-eyed kids to be superior (and later reversed it). Concreteness not only helps people understand ideas, it helps them coordinate. The Boeing 727 was designed to land on Runway 4–22 at LaGuardia—that ensures that all the engineers are working toward the same goal. Concreteness allows people to share a common language.

Credibility makes people believe your ideas. When trying to establish our credibility, we instinctively reach for authorities (Oprah, Dr. Koop). But sometimes anti-authorities work just as well (for example, Pam Laffin, the heavy smoker who now appears in anti-smoking ads). When trying to establish credibility we also tend to make heavy use of data (statistics, charts). But there are lots of other ways to make ideas credible. We can use convincing details. We can find an example that passes the “Sinatra Test” (if you can make it there, you can make it anywhere); for instance, an Indian shipping company that handled the Harry Potter book launch could be considered credible for any shipping job. When you must use statistics, you should try to use the “human-scale principle” to make them easy to understand. For instance, an anti-nuclear-weapons group used sound to represent the world’s nuclear arsenal: The sound of one BB, dropped in a bucket, represented Hiroshima. The sound of 5,000 BBs, ricocheting around in the bucket, symbolized the massive expansion in nuclear scale.

Emotional doesn't mean tear-jerking or melodramatic—it simply means that, for an idea to stick, it needs to tap into something people care about. One technique is to talk about the consequences of ideas for individuals (rather than their scale); as Mother Teresa said, “If I look at the one, I will act. If I look at the mass, I will not.” To make people care, you can use the power of association—that's what many ads do, by associating products with sex appeal or status. Another way to make people care is to appeal to their self-interest. Tell your audience about the WIIFY (What's In It For You). But the WIIFY doesn't have to be simple economic self-interest. We can move up Maslow's hierarchy to more profound motivations, as with the Army mess-hall leader who says his mission isn't to serve food—he's in charge of morale. That's a powerful motivating mission. The “Don't Mess With Texas” campaign achieved huge success by convincing the “Bubbas” that littering the state violated their Texan identity—littering wasn't the Texan thing to do.

Stories prompt people to act via simulation—showing people how to act—and via inspiration—providing the energy and motivation to act. Research shows that when people swap stories—whether they're emergency room nurses or Xerox copier repairmen—they aren't just entertaining their peers, they're providing mental training. The audience is thinking, How would I have reacted if I'd been in that situation? Furthermore, this ability to visualize oneself in the situation is the next best thing to actually experiencing it. In short, stories are flight simulators for the brain. Stories also have the power to inspire, as with the tale of Jared, the college student from the Subway campaign who lost hundreds of pounds eating low-fat sandwiches. (This section on “Made to Stick” has been modified from documents provided by Chip and Dan Heath.)

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?

Late Submissions

Unless otherwise noted, all papers, cases and reports for this class are due by the beginning of class on the date specified in the course schedule. In order for a submission to be accepted, you are required to turn in both a hard copy and an online copy. Online submissions should be to the appropriate section on Blackboard and should only be in a .doc, .docx, .rtf, or pdf format. If both the hard copy and online submission are not completed by the specified time, your submission is considered late. Late submissions are not accepted.

EXTRA CREDIT

The extra credit will be in the form of 20 extra points that are added on top of your overall score.

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
Made to Stick Presentation	100
Project Oral Presentation	50
Project Interim Report	25
Class Participation	100
Case Papers (10)	100
Personality test & 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. 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. The bottom-line, late papers are not accepted.

Communication:

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

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*.

A complete course schedule will be provided to each student registered for this section of MAN 336