MAN 320F (04325)
Foundations of Organizational Behavior and Administration
Spring 2011

Instructor Information

Instructor: Mihran Aroian
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Required Course Materials

- Organizational Behavior by Bauer. ISBN 0-9820430-6-6. **http://tiny.cc/04325**
  This book is available in 4 formats ranging from free (online reading only) to $65 (four-color book). You can also purchase a black and white bound copy for $35 or a PDF of the book for $20. Try reading it online for free or if you are uncomfortable, purchase the black and white copy. DO NOT SPEND MONEY ON THE ADDITIONAL SUPPLEMENTS. You will not need these supplements.
- Harvard Business School Cases. You can purchase the entire package of cases at the McCombs Copy Center (GSB 3.136).
- Subarctic Survival Situation Participants Booklet – SM 15101. This is published by Human Synergistics International. Available at the Coop
- AES Corporation: Rewriting the Rules of Management (Case Study). Available on Blackboard.
- An i>Clicker that will be used as a classroom response system. These will be provided to you free of charge during one of our first class meetings. **Read instructions on page 2 on how to register your clicker for this class. You are required to return the iClicker at the end of the semester. Please note, this iClicker will not work in any other class.**
- Six Habits of Merely Effective Negotiators- part of course pack
- "Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant" (Chapter 1 only). Available on Blackboard for free.
- "The World is Flat" (Chapter 1 only). Available on Blackboard for free.
- Additional materials will be distributed on Blackboard (courses.utexas.edu).

Course Description

This upper-division course is designed for non-business majors. The course is structured to provide students with an introduction to management of organizations and organizational behavior. A broad perspective of behavior in organizations will be covered. 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. We will undertake several exercises to grow your "people skills" to help you recognize the effect that your behavior has upon others. Emphasis is placed on the importance of ethical leadership in organizations.

Course Objectives

1. Provide an introduction to the management of human behavior in organizations by exploring concepts and information associated with the process of managing organizations and the behavior of the individuals and groups within the organizational setting

2. Analyze how cognitive, behavioral, and emotional outcomes contribute to and sustain organizations, identifying processes and methods that can improve the behavior, attitudes, and effectiveness of organizational members.
3. Explore the management functions of planning, organizing, leading, and controlling at the individual, group, and organizational level
4. Apply organizational behavior and management theories to practice in the classroom, organization, and society through readings and cases from modern management literature

Grading

The course grade will include the following components:

Item	# of Points	% of Grade
Exam #1	80	20%
Exam #2	80	20%
Exam #3	80	20%
Final Exam - Cumulative	80	Optional – replaces or improves 1 exam grade
In-class Clicker Quizzes	60	15%
Writing Assignments (two)	40	10% - 2 out of 3 required
Case Analysis (eight)	48	12% - 8 out of 9 required
Personality Test	8	2%
Academic Honesty Commitment	4	1%
TOTAL	**400**	**100%**

Exams and Quizzes: Due to the large class size, make-up exams/quizzes will not be available except in exigent circumstances. However, the final exam is optional and may be used to replace a missing or low exam grade. Taking the final exam can only improve your overall grade. Students requiring accommodation for exams **must** present their accommodation letter to me as soon as possible **before an exam**.

All quizzes require the use of the i>clicker system. You will be provided a free iClicker to use in this class and are required to return it at the end of the semester. I reserve the right to reduce your quiz grade if you do not return the clicker. It is important to note that this iClicker will not work in any other class. If you are taking another class that requires the use of an iClicker, you will need to purchase it from the Coop.

To register your iClicker:

1. Go to www.iclicker.com.
2. Click "Register your i>clicker."
3. Enter your First Name, Last Name, UT EID, and Remote ID (the ID on the back of your clicker).
4. Type the verification word or number in the image.
5. Click Enter.
6. A verification page appears. Review the information and click Submit.

You are required to bring your i>clicker to every class session. Quizzes will generally cover homework readings and assignments. Quizzes will also include opinion questions where there is no right or wrong answer. A perfect quiz score is 60 points for the semester. I will provide you with a minimum of 75 points over the course of the semester. What this means is that you can either not answer or incorrectly answer 20% of the total number of quiz questions and still receive a perfect quiz score for the semester. I do not drop any quiz grades and you are required to take all quizzes with the i>clicker. If you receive more than 60 quiz points during the semester, I will only give you credit for the maximum of 60 points. Since each i>clicker has a unique code, you are not allowed to share or borrow another i>clicker. Using another person's i>clicker or having more than one clicker in your possession will be considered academic dishonesty. Instructions for registering and using your i>clicker can be found on Blackboard.

No exceptions will be made to the final exam schedule printed in the Course Guide. Since no make-up exams are offered besides the final exam, if you cannot take three out of four scheduled exams, it is recommended that you not take this section of MAN 320f.

Writing Assignments: We will have three essay papers to write for this class. The essay question will be posted to Blackboard one week before it is due. You are only required to submit two out of three papers. Each paper is worth a maximum of 20 points. Alternatively, you can submit all three in which case I will give you credit for your two highest scores. We will grade these papers in class on the appointed day. Please follow these directions carefully:

- All submitted papers must be uploaded to the appropriate assignment section in Blackboard prior to class. **Papers will only be accepted if delivered in one of the following formats: .doc, .docx, .rtf or .pdf.**
- You must bring a hard copy to class on the due date by the beginning of class period. In addition to your one-page paper, you must staple one blank sheet to your paper before submitting your paper in class. This sheet will be used by the two graders to grade your paper.
- You are required to turn in your paper to one of the class proctors so that it will be distributed randomly during the grading exercise. If you simply hand your paper to a friend to grade, this will be considered academic dishonesty.
- A paper is considered late if it does not meet both conditions (uploaded to Blackboard in the proper format and hard copy to class). Late papers will not be accepted.
- All papers submitted must only include your UT EID and the due date. There should be no names on your paper.
- All papers must be one page in length, typed, single spaced, 12 point font, one inch margins, and have one blank page stapled to the hard copy.
- Failure to comply with any of the above conditions will reduce your grade.

General criteria for a successful written assignment

1. Focus on the issue (does the writing deal with the problem or issue?)
2. Evidence (does it support its position with adequate data?)
3. Coherence (does the argument hold together and move forward?)
4. Scope (does it deal with all important aspects of the problem?)
5. Originality

A = excellent performance on all five criteria
B = above average on four or excellent on some but flawed on others
C = average across the board or above average in part but with significant flaws
D = below average across the board

We will grade these papers together in class. Each paper will be read by two independent students and your grade will be an average of the two grades. I will provide a detailed grading rubric during class and we will grade them together. The TA and I will review a sample of the papers submitted and reserve the right to change the grade based upon our read of your paper. I am happy to discuss a paper 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 along with your graded paper. This allows you to collect your thoughts and make your best case for a higher grade. 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. Based upon my re-reading of your paper, your grade may increase, decrease or stay the same. If you are not confident of your writing ability, I suggest that you take your paper to the Undergraduate Writing Center prior to submission.

A special note about plagiarism. If you use text from another source, you are required to provide proper attribution. Personally, I do not think that you need to copy/use text from another source as I prefer that you use your own words and analysis for any submitted work. However, if you do use text from another source, make sure that you properly cite the material otherwise it will be considered plagiarism. On Blackboard, you will find a folder titled "Proper Citation Techniques" to help guide you with proper citation techniques. You can also seek assistance from me, the TA, or the Undergraduate Writing Center.

Case Analysis Homework

The main cases in class are the AES case and the eight Harvard Business School cases. You may work with your team to study and analyze each case however your submission must be of your own writing. You may pick any eight of the nine cases (AES plus the eight Harvard cases).

Your homework assignment is to read the case and prepare a submission prior to the start of class. It is recommended that you read the case study questions listed at the end of the syllabus to help you think about the case as you read it over. You are required to submit six case analysis prior to the start of class on the assigned day of the case. Since you can prepare the case analysis at any time prior to the due date, there are no make-up opportunities. All case analysis must be uploaded to the appropriate section on Blackboard. There are no hard copy submissions. For a submission to be accepted, it must include the following items:

- All papers submitted must include your name, your UT EID, and the title of the case.
- Uploaded papers must be in one of the following formats: .**doc, .docx, .rtf or .pdf**
- All papers must be typed, single spaced, 12-point font, with one-inch margins.
- There is no page minimum or maximum as long as you answer the questions.
- Show some effort and thought process in your analysis. I want to see your best effort, not a minimal effort.
- The Case Study Questions are listed at the end of the syllabus. Your submission must include the Case Study Questions that are bolded and labeled "required." Any questions not bolded or labeled as "required" are optional.
- You are only required to submit six of the seven cases. Each case submission is worth 6 points. The maximum number of points that can be obtained is 48 points.
- Late papers will not be accepted.

Personality Test

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://similarminds.com/myers-briggs-jung.html 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 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 due date in one of the following formats: **.doc, .docx, or .pdf**. Late papers will not be accepted.

Academic Honesty Commitment

Due to past circumstances, I want us all to be perfectly clear that academic dishonesty will not be tolerated. I have uploaded a one-page document on Blackboard titled "Academic Honesty Commitment" that you have the option of signing and receiving credit for in this class. The document acknowledges that you have read the syllabus and that you have been made aware of the most common forms of academic dishonesty in this class. Whether you sign the document or not, you will still be held to the same standard. The due date for this assignment is listed on the course schedule. Late papers will not be accepted.

Extra Credit

You may earn up to **2% extra credit** for either (1) providing some volunteer services for the Multicultural Refugee Coalition (www.mrcaustin.org), (2) participating in approved research studies during the semester or (3) writing a one-page paper based on your attendance to a classical music concert.

I will be posting additional information about the Multicultural Refugee Coalition opportunity on Blackboard. Announcements regarding research studies will be posted through Blackboard. In order to receive full credit, you will need to participate in two studies. For more information regarding please visit http://www.mccombs.utexas.edu/dept/management/programs/subjectpool.asp These studies are conducted by different faculty in the Management Department. They will send me your extra credit points at the end of the semester.

To obtain the extra credit via option 3, you are to attend one **classical music concert** at the UT Butler School of Music by the due date listed on the course schedule. No jazz, no rock, no reggae, no hip-hop -- just classical music -- you know, the boring stuff written by people like Mozart, Bach, Beethoven. Any of the events listed under the "Get All Events" section on the http://www.music.utexas.edu/calendar web site automatically qualify as an extra credit event. Over half of the events are free of charge and the schedule is constantly updated. You must submit a maximum one, single-space page, analysis of how organizational behavior has a role in this concert by the due date listed on the course schedule. You must attach either your ticket stub or concert program as proof of your attendance.

You may only do option 1, or option 2, or option 3 for extra credit. Doing more than one is not permitted.

The course grade will be computed as follows:

Letter Grade	Low Range	High Range
A	372	400
A-	360	371
B+	347	359
B	334	346
B-	320	333
C+	307	319
C	294	306
C-	280	293
D+	267	279
D	254	266
D-	240	253
F	0	239

Final Grades: Exam and quiz grades will be posted on Blackboard and you are welcome to raise questions about potential data entry or calculation errors with the TA or myself. However, the final grade assigned in the course is an informed and **final** evaluation and not open for discussion or negotiation. Any lobbying efforts (i.e. asking for a higher grade because you want one, need one, etc.) will not be accepted. To make your desired grade in this course, your exam scores and quizzes must earn the points tied to the grade-level standards indicated above. Please note that I am basing grades on your outputs, not on your effort and/or improvement during the course of the semester. **The grade you receive is the grade you earn**.

Attendance

Reliable and **punctual** attendance is critical in the workplace. Walking in after the bell rings and/or getting up and leaving in the middle of class before you are excused is extremely rude, disruptive and disrespectful to your professor and to all of your classmates. As a business class, this course is designed as an opportunity to begin to practice good business habits. While formal attendance will not be taken in class, announced and unannounced quizzes will be given during the semester and the results will constitute a percentage of your final grade. These short quizzes will cover the day's material and be given sometime during the class period. It is highly recommended that you read the assigned readings prior to the class session. There will be no make-up or excuse for missed quizzes except as noted below.

This system is designed to reward those students who make class attendance a priority. All sections of MAN 320F have some system of rewarding attendance. Students with other priorities (e.g. activities, jobs, etc.) are welcome in this class and can certainly achieve a passing grade by doing the assigned readings and taking the exams, but should not expect an A.

The ONLY time an absence can be exempt from this policy is for observance of a religious holy day (see University policies below) or in the case of exigent circumstances. Exigency is defined as any situation that causes you to become physically or emotionally unable to attend class, as judged and documented by the Office of the Dean of Students. If you think your physical illness or emotional duress might qualify as exigency, please request a letter from your doctor and make an appointment with Services for Students with Disabilities or the Counseling and Mental Health Center. I must receive an accommodation letter authorized by the Dean of Students in order for you to be exempt from the attendance policy. If you feel you are eligible for an excused absence, you must receive my approval, in advance. If for some reason you cannot receive advance approval, due to an extreme emergency, you must notify me of the

situation and receive approval immediately after the absence. Waiting until the end of the semester is too late.

This course is intended for registered students listed on the course roster. Professional note-takers are strictly forbidden from attending the class. You may tape record the lecture, but you are to use the tapes only for your own personal educational benefit.

Communication

Blackboard is a course requirement. You are required to check Blackboard regularly for notices, class changes, and grades. E-mail and attending office hours are the preferred methods of communication. Please consult the TA or me with questions regarding exams, grades, attendance, and other general class concerns. You may address any member of the teaching team (preferably in e-mail or during office hours) with questions regarding how to apply class topics in the real world or to discuss any personal management dilemmas, concerns, or issues. You are also welcomed and encouraged to come to my office hours to simply introduce yourself and chat.

Please put MAN 320F in the subject line of all e-mails. E-mails without this subject line risk not being seen or addressed. Please also include your full name at the end of your e-mail (particularly those of you whose name is not part of your e-mail address).

E-mails to any member of the teaching team will generally be answered within one business day. Remember to consider the audience in your e-mail communication. Please keep e-mails professional, polite, and to the point. **Due to privacy rules, grades cannot be discussed via e-mail.** Please come in during office hours or make an appointment with a member of the teaching team to discuss specific grades.

Lecture Policies

Your questions and observations are welcome during lecture. In fact, I particularly enjoy and encourage classroom discussions. Please feel free to ask for clarification if something said does not make sense to you. You may also e-mail me with questions you would like addressed in the next lecture. If I determine you need more individual attention, I may ask that you see me after class or in office hours in order to meet your specific needs more appropriately.

In an effort to create a classroom environment in our large lecture hall that remains conducive to learning, please remember to follow these rules every day:

- If you use a laptop to take notes, you are welcome to use one in class. If you want to be treated as an adult, then use your laptop for professional and academic purposes. Facebook and iChat do not qualify.
- Turn off all cell phones and pagers – if you forget, turn it off quickly. Please do not take any calls in the classroom. If you are expecting an important call, sit by an exit and step outside to take it
- Put away all newspapers, books, and other materials not related to our class – keeping your attention on the lecture helps you and helps me.
- Avoid side conversations during lecture, class activities, and while students are asking questions.
- Do not sleep in class. If you are that tired or ill, stay home and rest; you will not gain anything from the day's lecture.
- Come to every class, on time and prepared.
- Give each other our best effort at all times.
- Blackboard is <u>required</u> for this course. Look at Blackboard announcements weekly for updates and important class notice. It is your responsibility to check Blackboard regularly.
- 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.
- 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.

- 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 generally do not post lecture notes or slides on Blackboard. Many class concepts are discussed in lecture and are not covered in the textbook making your class attendance important to understanding all of the material that will be assessed.

Exam Policies

Please consult the course calendar and establish during the first day of class that the exam dates/times will be possible with your schedule. You must take the exam on the dates indicated in the class calendar. No make-ups or alternative test dates or times will be provided except if required for those students presenting me with a letter of accommodation from the Dean of Students SSD office. Remember that if you miss an exam, while you will be given a 0, you may take the optional final exam to replace that grade. However, if you miss two exams, there is no alternative or make-up provided for the second missed exam.

The following rules are key to exam efficiency in a large class. Failure to follow any of these rules may result in a **grade deduction**:

1. Bubble in your EID and full name on your Scantron sheet.
2. Your desk space may only have 3 items on the desk during exams – these include pencils, eraser and ID card. All other items including beverages, phones and electronics must be stored and put away on the floor.
3. Bring a photo ID to all exams. You are required to show your ID to the proctor. Students without any ID will be checked against the photo roster for the course and their exam grade will be penalized.
4. Stop writing and stand up to hand in your exam when I call 'time'. Note that students arriving late to an exam will not be given additional time.
5. All exams and quizzes are closed book. Notes, notebooks and 'cheat sheets' are strictly forbidden.
6. Stay in your seat until you are ready to turn in your exam. Leaving the room during the exam will not be permitted except in cases of medical emergencies (i.e., please don't drink a 64 ounce fountain drink right before a test!).

Please accept the responsibility of aggressively avoiding ANY behavior that may appear to be cheating. Keep your Scantron sheet covered and your eyes on your paper. Ball caps must be turned backwards during the exam and may be inspected.

Should any exam proctor observe a student behaving in a way that arouses their suspicion, they may ask the student to move to the back of the classroom to complete the exam and will ask the student to speak with me after class. This is not an accusation. I will merely ask for an explanation of what was observed. I will refer any suspected violations to the Office of the Dean of Students for investigation.

Exams will be available for review during TA and instructor office hours only. Exams will not be returned for you to keep. You may take up to three weeks after an exam to come to the office to review it. After that period of time, all exams will be filed away and may not be reviewed or questioned. **At no point in time are you allowed to remove exams from the office or copy in any way exam questions or answers.**

University Policies Relevant to MAN 320F Students

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. Policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at www.utexas.edu/depts/dos or the General Information Catalog to access the official University policies and procedures as well as what constitutes scholastic dishonesty.

Class Websites and Student Privacy. *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/gi02-03/app/appc09.html.*

Services for Students with Disabilities. Students requiring alternative test taking arrangements due to a learning disability, must first provide documentation and be on file with the Office of the Dean of Students Services for Students with Disabilities (SSD) in compliance with Section 504 of the Rehabilitation Act of 1973. Only when this process is completed fully will alternative test taking procedures be arranged. It is your responsibility to contact the SSD office immediately so the proper documentation of accommodations is available and alternative test taking arrangements can be discussed with the instructor well in advance of the test dates. Information on UT's Services for Students with Disabilities program is available from the Office of the Dean of Students at 471-6259, 471-4641 TTY, or online at: deanofstudents.utexas.edu/ssd/.

Religious Holidays. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. This policy can be reviewed online at:
www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religious.

Honor Code Purpose

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

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

Faculty Involvement in the Honor System

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

Expectations Under the Honor System

Standards

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

Lying

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

Stealing

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

Cheating

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

Actions Required for Responding to Suspected and Known Violations

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

The Honor Pledge

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

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

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

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

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

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University (Sec. 11-801, *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

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

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

What is Scholastic Dishonesty?

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

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

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

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

Unauthorized Collaboration

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

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.

- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections 11-802(c)(6) & 11-802(e), *Institutional Rules on Student Services and Activities*.

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

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

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

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

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

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

Unauthorized collaboration can also occur in conjunction with group projects.

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

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

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

Plagiarism

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

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See Section 11-802(d) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles,

magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.

- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment *or* a draft that is being submitted to an instructor for review, comments, and/or approval.

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

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

Plagiarism can be committed intentionally *or* unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- Dear student, if you have actually read this far into the syllabus, you deserve some extra credit. I will give the first student that sends me an e-mail saying that they found this hidden message in the syllabus full extra credit.
- 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.

Course Schedule - MAN 320F

	Assigned Reading/Homework	Assignments
Jan 18	Course Introduction and Syllabus	
Jan 20	Chapter 1 & 2 - textbook	
Jan 25	Chapter 3 - textbook	
Jan 27	Chapter 4 – textbook Chapter 4 exercise - Blackboard	Read Chapter 4 exercise on Blackboard
Feb 1	Subarctic Survival Situation (booklet required from Coop) – bring calculator to class	Part 1 and Part 2 in-class
Feb 3	Subarctic Survival Situation (continued)	Upload Personality Test Paper to Blackboard
Feb 8	Writing Assignment #1 Guidelines for case analysis on Blackboard Consolidated Products on Blackboard	Upload writing assignment #1 to Blackboard and bring hard copy to class Upload Academic Honesty Commitment
Feb 10	Conflict on a Trading Floor (A) – Harvard case study	Upload Conflict case write-up to Blackboard
Feb 15	Chapter 5 & 6 - textbook	
Feb 17	Exam	Exam 1
Feb 22	Chapter 9 – textbook Chapter 9 exercise - Blackboard	Read Chapter 9 exercise on Blackboard
Feb 24	Lincoln Electric case study	Upload Lincoln case write-up to Blackboard
March 1	Blue Ocean Strategy – Read Chapter 1 only. Available on Blackboard. Lecture – Management Strategy	
March 3	Cola Wars Continue: Coke and Pepsi in 2006 case study	Upload Cola Wars case write-up to Blackboard
March 8	AES Corporation – Case study Note: case study is posted on Blackboard not in course pack	Upload AES case write-up to Blackboard
March 10	Apple Computer – Harvard Case study	Upload Apple case write-up to Blackboard
March 22	Guest Lecturer – Dick Moeller	
March 24	Chapter 12 - textbook Chapter 12 exercise - Blackboard	Read Chapter 12 exercise on Blackboard
March 29	Writing Assignment #2 Reading - *The World is Flat* – available on Blackboard	Upload writing assignment #2 to Blackboard and bring hard copy to class

March 31	MBA Hacker Case (on Blackboard) Vanatin Case (on Blackboard)	MBA Hacker Case
April 5	Exam 2 – material covered since exam 1	Exam 2
April 7	Chapter 10 - textbook Reading - Six Habits of Merely Effective Negotiators- – available on Blackboard	
April 12	Job negotiation in-class exercise – materials to be handed out in class	
April 14	Managing Diversity at Cityside Financial Services Case Study	Upload Cityside case write-up to Blackboard
April 19	Chapter 15 - textbook Oil and Wasser Case Study	Upload Oil & Wasser case write-up to Blackboard
April 21	Mt Everest 1996 case study	Upload Mt. Everest write-up to Blackboard
April 26	Writing Assignment #3 Chapter 11 - textbook Dave Armstrong Case study (A)	**Upload writing assignment #3 <u>and</u> Armstrong case** write-up to Blackboard and bring hard copy of writing assignment to class
April 28	Chapter 14 – textbook Chapter 14 exercise - Blackboard	Read Chapter 14 exercise on Blackboard
May 3	Exam 3 – material covered since exam 2	Exam 3
May 5	Lecture –The Meaning of Life	Extra Credit due

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

Case Study Questions:

AES Corporation

Think about one of the three positions outlined below. Come to class prepared to defend your position. The position you argue for will need to be from the perspective of you as a director on the Board of Directors trying to convince the other directors that your position should prevail.
Please select only one of the three positions below and defend it. (Required)

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

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

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

Conflict on a Trading Floor

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

Cityside Financial Services

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

Apple Computer

1. Historically, what were Apple's major competitive advantages?
2. **Analyze the structure of the PC industry over the last 15 years. How have the dynamics of the PC industry changed? (Required)**
3. Evaluate Apple's strategies since 1990.
4. Has Jobs finally solved Apple's long-standing problems? Is the iPod different?

Lincoln Electric

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

Oil and Wasser

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

Dave Armstrong

1. **What will Dave Armstrong do? (Required)**
2. **What criteria did you evaluate and how did you reach your decision? (Required)**

Mount Everest – 1996

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

Cola Wars Continue: Coke and Pepsi in 2006

1. **Why, historically, has the soft drink industry been so profitable? (required)**
2. **Compare the economics of the concentrate business to that of the bottling business. Why is the profitability so different? (required)**
3. How has the competition between Coke and Pepsi affected the industry's profits?
4. Can Coke and Pepsi sustain their profits in the wake of flattening demand and the growing popularity of non-CSDs?