

THE ART AND SCIENCE OF NEGOTIATIONS

SPRING 2009

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Course Web Page via Blackboard

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Learning through Experience

This course is unapologetically experiential (and therefore fun!). The best way to learn negotiation skills is in a safe environment with opportunities to take risks and receive feedback. You are encouraged to use the exercises as an opportunity to try out new strategies, learn about yourself, overcome habits that have been holding you back and build your confidence.

Materials

Getting to Yes. Roger Fisher and William Ury (1991) New York: Penguin. Available at the Coop.

Course Packet is available at the "UT Copy Center" in GSB 3.136. The "Course Packet Table of Contents" is at the end of the syllabus.

Negotiation Exercises are included in the cost of the course packet and will be handed out in class.

Course Requirements and Grading

Your grade is based on the following:

1. Professionalism, Contribution and Planning Document	30%
2. Goal Statement and Personal Learning Summary	10%
3. Post-Negotiation Analysis	25%
4. Scoring System and Conceptual Questions	10%
5. Real World Negotiation Analysis	25%

Extra Credit: You can earn up to 2 extra credit points (1 point per example) by handing in an article that involves an actual negotiation. If you choose a web article, provide the web address. If you choose a scene from a movie, TV or online video then include the title and exactly when the relevant negotiation occurs in the video. Whatever you choose, include a few sentences describing how the negotiation illustrates a concept or strategy from the course.

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1. Professionalism, Contribution and Planning Document (30% of grade)

Preparing and Planning Document Your negotiation roles are assigned in advance and you are expected to be fully prepared to negotiate. Lack of preparation for an exercise will be treated like an absence. Preparation involves having carefully read your role information and having prepared a planning document. When you don't have complete information – especially about your opponent – Guess! Some weeks you will plan and implement your negotiation strategy together with a partner on your own side of the table with whom you share a role (e.g., ABC-Local 190). Your own planning document expedites your joint planning session with your partner(s).

I will describe the planning document in depth in class and I will grade your planning document for *Moms.com* and it is due in class on **February 16**th. If you will be absent you can hand in a hard copy in the box marked "Martorana" outside the Management Department office (CBA 4.202). If you cannot make it into school, you can e-mail a copy and then hand in a hard copy in class. I will grade your planning document based on comprehensive coverage of all issues for all parties as outlined in the Planning Document at the end of the syllabus.

Negotiating The strong emphasis on experiential learning in this course makes complete student participation indispensable. Therefore, you are expected to prepare for each negotiation, negotiate, arrive on time, and participate in class. You should try to get the best possible outcome for yourself or your team. You are not graded on the outcomes of your negotiations, but on the quality of your preparation before each negotiation and your participation in post-negotiation discussions. Each negotiation will include a contract and instructions on how to submit your outcomes online. You must submit your outcomes online by **9pm on the Sunday before each Monday's class**.

If you miss a negotiation exercise, your negotiation partner forfeits as much as you do. If you will be late, absent or unprepared, you must notify me in advance, so that I can ensure that other students will not be disadvantaged. Unavoidable conflicts sometimes arise. Therefore, if you have a legitimate conflict, you may miss one exercise without penalty, if (1) you notify me at least one week in advance, and (2) you find someone to take your place in the exercise. Substitutes must be students who are not taking Negotiation (past, present, or future). You are responsible for making sure that your substitute shows up and is prepared. If you miss an exercise without notifying me one week in advance and finding a substitute, you will be penalized one letter grade for the course. A second missed exercise (regardless of substitutes) will result in a drop of one letter grade for the course. This policy is necessary because your classmates rely on your attendance for *their* educational experience, and because of the necessary logistics to organize negotiation partners.

Contributing to Class All students are expected to participate in class discussions by sharing their perspectives and experiences regarding planning, strategies attempted and results achieved. I will send an e-mail after each class and these will sometimes include discussion questions for the next class. Your in-class comments and insights will be evaluated each week on a 0-5 scale primarily on the basis of their quality – 0 for first absence with notification. Quality comments possess one or more of the following characteristics:

- Offer unique and relevant ideas
- Move the discussion and analysis forward
- Demonstrate critical thought and analysis
- Link relevant concepts to current events

2. Goal Statement and Personal Learning Summary (10% of grade)

A brief Goals Statement is due the second day of class on **January 26th** (1-2 pages double spaced). In it, discuss your negotiation strengths and weaknesses and set specific goals for yourself.

A Personal Learning Summary is due on **May 6th** (1-2 pages double spaced). In it, summarize the main lessons you learned about negotiation and about yourself. Evaluate your strengths and weaknesses as a negotiator. What have you accomplished in terms of the goals you set? What will you continue to work on?

3. Post-Negotiation Analysis (25% of grade)

In your post-negotiation analysis you reflect on your own and your classmates' behaviors and strategies during the negotiation, and then analyze what you learned from this experience. Your analysis should be 2-3 double spaced pages (a 1 page table, figure or scoring system may be added to this). You will write your analysis on *Moms.com* (due **February 23**rd). Since your feedback is helpful for your peers; give a copy of your analysis to your counterpart. A good post-negotiation analysis identifies strategies and class concepts to help structure the analysis. Points to cover are:

- *Brief Overview* (1/6 of the paper maximum): Summarize the key events of the negotiation. What role did you play and who was your negotiation counterpart. What agreement (if any) did you reach? How good was this agreement for you and others? Briefly describe both parties': preferences, priorities, BATNAs, Reservation Points, and targets.
- Strategies Applied: How did you apply strategies that you learned from the readings and class? Strategies involve action or planning on your part and one example is "good cop/bad cop." Better papers include multiple strategies but I do not want a simple definition of each strategy. One strategy per paragraph works for some students, but do not feel restricted to this format. You need to discuss how you (or your partner) used each strategy in this specific negotiation. How did it fit this negotiation (context, personalities, relationships, preferences, issues negotiated)? How were you or your partner creative, inventive, or surprising? Did it work well? How does this negotiation compare to others you are familiar with?
- *Going Forward*: What did you learn about yourself, others, negotiation or conflict? What would you do similarly or differently in the future? How would you be more effective next time?

4. Scoring System and Conceptual Questions (10% of Grade)

I will give you one very short question at the beginning of 5 different classes. Each of the 5 questions is worth 1% of your final grade. This format reduces test anxiety and motivates you to learn as we go. Question format will be multiple choice or short answer (1-3 sentence response). I send an email after every class and I will let you know if there will be a question at the beginning of the next class. I will describe this as well as the Scoring System in more detail in class. The Scoring System is worth 5% of your grade and is due **April 13**th.

5. Real World Negotiation Analysis (25% of grade)

Another experiential component of this class involves a real world negotiation. To encourage you to think about the many everyday opportunities you have to negotiate, and to improve your negotiation skills, you will go out and negotiate! You can negotiate for anything you like. Be creative! Your negotiation could involve a good or service from a merchant, a salary or bonus with an employer, a discount from a service provider, work-sharing arrangement in your home, or anything else. I offer suggestions on the last page of the syllabus. A hard copy of the paper is due by **May 6th**, so you have plenty of time to find an interesting negotiating opportunity. You do not need to get my approval for your topic but feel free to bounce your ideas off me. Follow the content guidelines describing the Post-Negotiation Analysis. Your paper should be 4-5 double-spaced pages (a 1 page table, figure or scoring system may be added).

There are two rules for this assignment:

- You may **not** tell the person you are negotiating with that this is for a class project until the negotiation is complete (and then you can decide whether you want to tell them).
- You do not have to buy anything to complete this assignment nor do your negotiations need to be a success often, we learn as much from negotiations that fail as from those that succeed. However, you are not allowed to engage in a negotiation that you do not intend to follow through with. If your negotiation partner agrees to the outcome or terms you desire then you must fulfill the agreement.

Course Schedule

Mondays	Wednesdays
v	1/21
	Introduction
	Read: First 6 Chapters of Getting to Yes; Raiffa
1/26	1/28
Negotiate in class <i>Energetics Meets Generex</i>	Two-Party Negotiations:
Read: Lewicki, Saunders, & Minton; Aaronson;	Debrief Energetics Meets Generex
Ury "Prepare"	Read: Ury: "Name the Game"
Due : Résumé, 3 answers, goal statement	
2/2	2/4
Two-Party Negotiations	Negotiate The Recruit
- · · · · · · · · · · · · · · · · · ·	Read: Lax & Sebenius: "Manager;" Bazerman
2/9	2/11
Multiple Issue, Two-Party Negotiations:	Complete your Planning Document before you negotiate
Debrief <i>The Recruit</i>	Negotiate Moms.com
	Read: Raiffa; Lax & Sebenius: "Interests"
2/16	2/18 Negotiate Bullard Houses
Advanced Strategies:	Read: Rubin & Sander
Debrief Moms.com	
Due : Planning Document: Moms	
2/23	2/25
Agents and Ethics:	Negotiate <i>The Mexico Venture</i>
Debrief Bullard Houses	Read: Adler; Brett: "Negotiation and Culture"
Due : Post-negotiation analysis: Moms	Read. Maior, Brett. Wegottation and Culture
3/2	3/4
Cross-cultural Negotiations:	Negotiate <i>ABC/Local 190 Round 1</i>
Debrief <i>The Mexico Venture</i>	Read: Preparing for Your Team-on-Team Negotiation
3/9 Global Trip	3/11 Global Trip
3/16 Spring Break	3/18 Spring Break
3/23	3/25
Negotiate (in class) ABC/Local 190 Round 2	Negotiate ABC/Local 190 Round 3
110gotiate (III class) 11DC/Local 170 Roula 2	Read: Downie
3/30	4/1
Team Negotiations:	"Negotiate" SHARC
Debrief ABC/Local 190 Round 3	Tiogonate simile
4/6	4/8
Social Dilemmas:	Negotiate <i>Tipal Dam</i>
Debrief SHARC	Read: Shell; Lewicki, Saunders, & Minton
4/13	4/15
Ethics:	Mediate <i>Amanda</i>
Debrief Tipal Dam	Read: Brett: Negotiator's Checklist; Gifford
Due: Scoring System	270th 110goldiol 5 Checking, Gillord
4/20	4/22
Mediation:	Negotiate Viking
Debrief Amanda	Read: Lytle, Brett, & Shapiro
4/27	4/29
Interests, Rights and Power:	Negotiate <i>Harborco</i>
Debrief Viking	Read: Vanover; Brett: Negotiating Group Decisions
5/4	5/6
Multiple Party Multi-Issue Negotiations:	Wrap Up
Debrief <i>Harborco</i>	Due : Personal Learning Summary, Real World Analysis
Dedict Harvores	Duc. 1 cisonal Learning Summary, Real World Analysis

Course Pack Table of Contents

- Raiffa, H. (1982). Some organizing questions. In *The Art and Science of Negotiation*, 11-19. Cambridge: Harvard University Press.
- Lewicki, R., Saunders, D. & Minton, J. (2001). Strategy and tactics of distributive bargaining. In R. Lewicki, Saunders & J. Minton, *Essentials of Negotiation*, 54-88. Boston: McGraw-Hill.
- Aaronson, K. (1989). Winning at the Sport of Negotiation. In R. Lewicki, J. Litterer, D. Saunders, & J. Minton, *Negotiation: Readings, Exercises, and Cases*, 83-88. Boston: Irwin.
- Ury, W. Prepare, Prepare. in Getting Past No.
- Ury, W.L. (1991). Name the Game in *Getting Past No: Negotiation Your Way from Confrontation to Cooperation*. Bantam Books.
- Lax, D.A., & Sebenius, J.K. (1986). The Negotiator's Dilemma: Creating and Claiming Value. In *The Manager as Negotiator: Bargaining for Cooperative and Competitive Gain*, 29-45. New York: Free Press.
- Bazerman, M.H., Russ, L.E., & Yakura, E. (1987). "Case Analysis: Post-Settlement Settlements in Two-Party Negotiations." *Negotiation Journal*, July, 283-292.
- Raiffa, H. (1985). "Post-Settlement Settlements." Negotiation Journal, January, 9-12.
- Lax, D. & Sebenius, J. (1986). Interests: The Measure of Negotiation. Negotiation Journal.
- Rubin, J.Z., & Sander, E.A. (1988). When should we use agents: Direct vs. representative negotiation. *Negotiation Journal*, October, 395-401.
- Adler, N. (1991). Negotiating with Foreigners. *International Dimensions of Organizational Behavior*, PWS-KENT Publishing Co.
- Brett, J.M. (2001). Negotiation and Culture. In *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries*, 15-21, San Francisco: Jossey-Bass.
- Preparing for Your Team-on-Team Negotiation (1 page)
- Downie, B. (1991). Case Analysis: When Negotiations Fail: Causes of Breakdown and Tactics for Breaking the Stalemate. *Negotiation Journal*, April 175-186.
- Shell, G.R. (1991). When is it legal to lie in negotiations. Sloan Management Review, Spring, 93-101.
- Lewicki, R., Saunders, D. and Minton, J. (2001). Ethics in Negotiation. In R. Lewicki, Saunders & J. Minton, *Essentials of Negotiation*, 54-88. Boston: McGraw-Hill.
- Brett, J.M. (1987). Mediator's Checklist. In S.B. Goldberg, E.D. Green, & F.E.A. Sander, *Dispute Resolution:* 1987 Supplement with Exercises in Negotiation, Mediation and Mini-Trails, 52-56. Boston: Little, Brown and Company.
- Gifford, D.G. (2003). Alternative Dispute Resolution and Negotiation. *Legal Negotiations: Theory and Application*, 201-219.
- Lytle, A.L., Brett, J.M., & Shapiro, D.L. (1999). The Strategic Use of Interests, Rights, and Power to Resolve Disputes. *Negotiation Journal*, January, 31-51.
- Vanover, M. (1980). Get Things Done Through Coalitions. In R. Lewicki, J. Litterer, D. Saunders & J. Minton, *Negotiation: Readings, Exercises, and Cases*, 305-312. Boston: Irwin.
- Brett, J.M. (1991). In Theory: Negotiating group decisions. *Negotiation Journal*, July, 291–310.

Other Suggested Readings

These books and articles, not required and are not included in the case pack

- Bazerman, Max H. & Neale, Margaret A. (1992). Negotiating Rationally. New York: Free Press.
- Brett, Jeanne M. (2001). Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions across Cultural Boundaries. San Francisco, CA: Jossey-Bass.
- Fisher, Roger, Ury, William L., & Patton, B. (1991). Getting to Yes. Boston: Houghton Mifflin.
- Gifford, D.G. (2003). Alternative Dispute Resolution and Negotiation. *Legal Negotiations: Theory and Application*, West, 201-219.
- Goldberg, Steven B., Sander, Frank E.A., & Rogers, Nancy H. (). The Student Perspective: "Can I Earn a Living in ADR?" pages 275-591 in *Dispute Resolution: Negotiation, Mediation, and Other Processes*, Aspen Law & Business, Gaithersburg, NY,
- Lax, D. & Sebenius, J. (1986). "Three ethical issues in negotiation." Negotiation Journal, October, 363-370.
- Lewicki, Roy J., Litterer, J.A., Minton, J.W., & Saunders, D.M. (1994). *Negotiation* (2nd ed.), Boston: Irwin, 1994.
- Raiffa, Howard (1982). The Art and Science of Negotiation. Cambridge: Harvard University Press.
- Shell, Richard (1999). Bargaining for Advantage. New York: Viking.
- Thompson, Leigh L. (2001). The Mind and Heart of the Negotiator. Upper Saddle River: Prentice Hall.
- Ury, William L., Brett, Jeanne M., & Goldberg, Steve B. (1988). *Getting Disputes Resolved*. San Francisco: Jossey-Bass. Especially: Ury, W.L., Brett, J.M., & Goldberg, S.B. "Three Approaches to Resolving Disputes: Interests, Rights, and Power", pages 3-19.
- Ury, William L. (1993). *Getting Past No: Negotiation Your Way from Confrontation to Cooperation*. Bantam Books.

	<u>Plannin</u>	g Document	
Name:			
Negotiation:			
Role:			
List all the specific, quantifi	able issues for both parties	(e.g., price; size of deliverables).	Prioritize them in order
of importance for yourself.	What is your position for e	ach: BATNA, Reservation Point,	Target.
Issue	BATNA	Reservation Point	Target
1.			
2.			
3.			
1. 2. 3. 4. 5			
5			
XX71	9		
What are your sources of po	ower?		
List vous un doubrin a sustita	tive Interests (a.g. mood to	ha magnested, mond to ammon fair)	
List your underlying quanta	tive interests (e.g., need to	be respected; need to appear fair)	•
Reprioritize all the Issues for	or both parties in order of in	nportance for the other party. What	at is their position for
each: BATNA, Reservation		inportance for the <u>other party</u> . Whi	at is <u>their position</u> ior
,,,,,,			
Issue	BATNA	Reservation Point	Target
1.			
2.			
3.			
1. 2. 3. 4. 5			
5			
		·	
What are your counterpart's	sources of power?		
List your counterpart's under	erlying qualitative Interests	(e.g., need to be respected; need to	to appear fair).
5			01 1 1
Prepare some framing/persu	ading/talking points based	on the interests and sources of pov	wer of both parties.
What is your opening move	first strategy? Other impa	rtant information?	
what is your opening move	msi suategy: Other impo	rtant imornation!	

Real World Negotiation Ideas

- Buying/selling a new/used car
- Car repairs
- Negotiating the terms of a job offer
- Choosing amongst multiple job offers (getting the best deal possible from your #1 choice)
- Job: raise, promotion, transfer, project involvement,
- Independent contracting (terms of job, fees, contingencies, timing, renewal)
- Buying/Selling a house
- Negotiating with a contractor
- Rent for an apartment
- Getting apartment fines reduced
- Recovering your deposit for a rented space (apartment/meeting space/social event space)
- Choosing a cleaning service
- Subleasing your apartment
- Dividing up household chores with roommates
- Deciding where to live next year with your roommate(s)
- Moving back in with your parents
- Getting a date
- Buying a wedding ring or wedding dress
- Wedding: when, where, how big, religious rites, in-law contribution and decision authority
- Where to spend the holidays (recently engaged couple trying to decide whose family they will see at Thanksgiving or any important holiday)
- Vacation negotiations: travel agent, timeshare, vacation sublet
- Where to go on your next vacation (with friends, spouse, significant other)
- Buying a new bed, painting, bike
- Buying a painting
- Buying/Selling a snowboard (or other high-end sporting goods) from/to a friend
- Buying custom-made shirts for a group/student organization
- Starting a new student organization
- Buying/Selling used textbooks
- Making a trade in fantasy football/baseball/basketball
- Buying goods at an open market (US or International: flea market, antiques, carpet dealer, pottery, artisans, jewelry)
- Buying/Selling Rose Bowl tickets

University and McCombs Policies

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The McCombs classroom experience is enhanced when:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students are fully prepared for each class. Much of the learning takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Laptops are closed and put away. When students are surfing the web, responding to e-mail, instant messaging each
 other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major
 disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the
 students who are not engaged.
- · Phones and wireless devices are turned off.

Students with Disabilities

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

Academic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam. The responsibilities 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 at http://mba.mccombs.utexas.edu/students/academics/honor/index.asp and in the following sections of this syllabus.

By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class and by signing the Honor Code Pledge during Orientation, 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.

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—<u>unauthorized collaboration</u>, <u>plagiarism</u>, and <u>multiple submissions</u>—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 <u>Section 11-802</u>, *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration

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

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests
 (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for
 credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections 11-802(c)(6) & 11-802(e), Institutional Rules on Student Services and Activities.

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

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

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

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

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

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

Unauthorized collaboration can also occur in conjunction with group projects.

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

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

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

Plagiarism

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

- Plagiarism can occur with all types of media—scholarly or non-academic, published or unpublished—written
 publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art,
 and other forms of expression. (See Section 11-802(d) of the Institutional Rules on Student Services and Activities for
 the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other
 excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents,
 purchased papers from commercial writing services, papers obtained from other students (including homework
 assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly
 acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment
 or a draft that is being submitted to an instructor for review, comments, and/or approval.

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

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

Plagiarism can be committed intentionally or unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless
 why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result
 of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither
 justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to
 cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a
 minimum, a clear understanding of plagiarism and the appropriate techniques for scholarly attribution. (See related
 information on paraphrasing; notetaking and proofreading; and acknowledging and citing sources.)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

• Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on <u>paraphrasing</u>.)

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

<u>Plagiarism</u> and <u>unauthorized collaboration</u> 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 <u>plagiarism</u>: 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.