MAN336: Organizational Behavior
Course Syllabus
Spring 2020
McCombs School of Business

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Mailbox: Faculty mailbox outside CBA 4.202

Course Description
This is an advanced survey course in organizational behavior designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing human behavior in organizations. In this course we will tie concrete organizational situations (as reflected in cases) to essential theories and effective management practices. In this course, we will investigate:

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

Although this course covers many topics listed above, we will take a decidedly “teams-oriented” approach. Virtually all employees must work within a team context and learn how to manage their own performance and careers by working with and through others. In this class, working with teams will let you practice and evaluate your effectiveness at problem solving, managing, and working with others towards the specific goals outlined in the course.

Specific Course Objectives
My goals for this course are to help you:

- Manage individuals for high performance by developing your understanding of individual and interpersonal behavior, including your own
- Manage groups for high performance by exposing you to theoretical and practical knowledge of group dynamics and effective team building
- Understand the challenges of leading during change
- Apply critical reasoning techniques to analyze organizational structure and functions, to capitalize on organizational competencies and to address weaknesses
Ethics and Leadership Flag
This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a significant portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

COURSE REQUIREMENTS AND WEIGHTING

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
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<tr>
<td>Three In-Class Exams (20% each)</td>
<td>60%</td>
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<tr>
<td>Leadership Development Case</td>
<td>10%</td>
</tr>
<tr>
<td>Team Research Project</td>
<td>20%</td>
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Grading is based strictly on mastery of course material. Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92.99</td>
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<tr>
<td>B+</td>
<td>86.67 – 89.99</td>
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<tr>
<td>B</td>
<td>83.33 – 86.66</td>
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<tr>
<td>B-</td>
<td>80 – 83.32</td>
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<tr>
<td>C+</td>
<td>76.67 – 79.99</td>
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<tr>
<td>C</td>
<td>73.33 – 76.66</td>
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<tr>
<td>C-</td>
<td>70 – 73.32</td>
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<tr>
<td>D+</td>
<td>66.67 – 69.99</td>
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<tr>
<td>D</td>
<td>63.33 – 66.66</td>
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<tr>
<td>D-</td>
<td>60 – 63.32</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Your assignments consist of five individual tasks (class participation, three exams, and a leadership development case), and one group task (team project).
**Class Contribution and Attendance (10%).** In a discussion-based class it is your responsibility to be thoroughly prepared to discuss each case. A critical component of the course is spirited, informed discussion. I assign each student a class contribution score after every class session. Contribution scores for each class session range from 0 for not showing up to class, 1 for attending, and 2 providing a very high quality contribution in class.

Some of the characteristics of comments in class that I consider to be of high contribution are below:

- a) Builds on or challenges the previous comments of your peers.
- b) Integrates previously unconnected class concepts.
- c) Provides a unique and non-obvious insight into the course material.
- d) Poses a critical question to the class.

I average each student’s scores for the entire semester and standardize the scores based on the mean and standard deviation of the class to fit the grades into a normally distributed curve. Below is the guideline that I will use to assign final grades based on the standardized contribution scores.

- < 2.5 standard deviation (SD) below class mean = 0
- between 2.5 and 1.5 standard deviation (SD) below class mean = 70
- between 1.5 and 1 SD below class mean = 75
- between 1 and .5 SD below class mean = 80
- between .5 below and .5 SD above class mean = 85
- between .5 and 1 SD above class mean = 90
- between 1 and 1.5 SD above class mean = 95
- > 1.5 SD above class mean = 100

Many people are intimidated by speaking up in class. This is a skill important to learn and can be developed through practice and preparation. If you have familiarized yourself with the case and readings, you will succeed if you speak up. Please keep in mind that the only measurable output of your contribution is your class discussion – but airtime is a scarce resource, so please use it wisely. Comments based solely on “gut reaction” generally do not add value and will be treated the same as not participating.

Most days have additional text and supplemental readings to accompany the case or exercise. Excellent contribution incorporates the lessons from these readings into the case or exercise. Additional readings will normally not be reviewed separately – you are assumed to have read and understood them.

Since this is a discussion-based course, I consider attendance in every class to be very important. Name cards must be consistently displayed during class, as this is how I track attendance and participation. Unexcused absences will result in a reduction of your grade. If you do
miss a class, it is your responsibility to find out from your classmates what material was covered and what handouts you may have missed.

Students who find it difficult to speak in class should see me – we can schedule participation in discussions in advance so that you will know what points will be raised and can prepare your comments in advance. Disruptive actions such as comments that distract or disrupt the class rather than contribute to the conversation, or web surfing or emailing during class, take away from the class discussion and will negatively affect your class participation grade.

One final and important note. It is my intent that students from all diverse backgrounds and perspectives should feel encouraged to lend their input, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. If the tenor of our class discussions does not reflect your point of view, I hope that you will speak up and respectfully challenge the direction of the conversation. It will benefit the learning of the class and contribute to developing a more nuanced – indeed better – strategy for influence in the workplace. I welcome any comments, suggestions, or feedback that would help me to make for a more inclusive and safe classroom.

**In-Class Exams (20% each, 60% total).** There will be three in-class exams. The exams will consist of multiple choice, true/false, and short-answer questions, as well as a case analysis that asks you to apply course concepts to a situation. The exam will cover material from lectures and assigned readings. The **first exam on February 17** will cover material up through and including the 7th class. The **second exam on March 25** will cover material from the 8th class through and including the 13th class. The **third exam on May 6** will cover material from 14th class through the 20th class.

**Leadership Development Exercise (10%).** A key part of the learning process in this course is to take the lessons and apply them to real business situations. To facilitate this process and allow you to test your skill in applying the material, you will be assigned to complete a Leadership Development Exercise (LDE), which challenges you to answer questions about a case using course concepts. The case ‘Thomas Green’ is included in your course packet, and the case questions will be handed out in class the week before the assignment is due.

This assignment should be uploaded to Canvas **by 5pm on Friday April 3rd**. The LDE must be typed, double-spaced, with 1-inch margins and 12-point type. Papers are limited to no more than 3 pages in length. Grades for late submissions will be reduced by 10% each day.
**Team Research Project (20%).** You will work in a team for the team research project. Team assignments will be designated in a way that reflects a balance of skills and knowledge.

**Purpose.** This project is the largest collaborative learning activity for the course. Class members will work in their teams to research and analyze a real organization (public, private, or non-profit). Please note that student-run groups on campus are not permitted for this project. You may select an organization in which one or more of the team members has worked or been a member. I advise you to be selective in choosing an issue or problem within an organization, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.

The project requires you to examine a problem or issue of concern in a real organization. The purpose of the project is to give your team an opportunity to apply what has been learned in the course as well, as your own independent research, to problems in an organization of your team's choice.

Your team will focus on an issue or problem that the organization is facing and is relevant to the content of this course. It will likely take several conversations with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course.

Irrespective of what option you choose, your team is to gather information from people in an organization through direct contact. You may supplement this information with data from the media, the organization's literature, and other secondary sources. **You should identify a relatively recent problem to analyze (i.e., this should not be an historical account of a problem and the company's solution). You should focus your analysis by applying the concepts from the course.** While it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts.

To meet these broad goals, your team should answer the following questions in the assignments detailed below.

- a) What are the issues or problems facing the organization?
- b) What course theoretical concepts can be applied to understand why this problem is occurring?
- c) What recommendations can you offer to help improve organizational functioning?
**Research Project Deliverables:**

1. **The team project description is due on March 6th at 5pm.** One person from your team should email me the following information:
   a) your team name  
   b) the name of the organization you have selected for your project  
   c) your primary contact person and their position within the organization  
   d) the methods you will use to gather data (e.g. participant observation, interviews, archival, etc.)  
   e) a brief description (one paragraph) of the potential problem(s) facing the organization that you will be focusing on.

2. **The executive summary is due on April 17th at 5pm.** An electronic copy of this summary should be posted to Canvas before the beginning of class. Please include
   a) names of your team members  
   b) your team name  
   c) a brief summary of the problem  
   d) a brief summary of your analysis and findings

3. **The team presentations will be in class on April 27th and April 29th.** I will provide information later in the course on presentation criteria. Presentations will be arranged by random draw and provided in class on April 20th. Your team should assume you are presenting to your focal organization’s newly appointed board of directors (i.e. board members who govern the managers of the organization) who have only surface knowledge of the organization’s internal operations. You should feel free to distribute any printed material that will assist with the presentation.

   **Board of Director Evaluations:** Each team will be assigned to serve as the primary audience for each presenting team. The assigned team will serve as a hypothetical ‘Board of Directors’ for the company investigated by the presenting team. They will be tasked with providing an evaluation of the content and delivery of the presentation. The presenting team’s grade will not be affected by the evaluation conducted by their ‘Board of Directors’; the evaluation is for feedback purposes only.

   **Class Evaluations:** Students not presenting or serving as a Board member, will be tasked to provide evaluations for each presentation. These evaluations will be factored into the grade for the presenting team.

**Grading:**

The team presentation grade will be assigned based on the following criteria:

a) Objectives of presentation: Includes a concise statement of purpose of the presentation; outlines the strategic recommendations that will be made based on the analysis
b) Analysis:
   a. The general environment of the case is summarized highlighting less obvious observations
   b. Arguments are well-supported with specific evidence
   c. Concepts from class are used appropriately to sharpen the analysis
   d. The analysis adequately covers the key organizational issues relevant to our level of analysis (e.g., individual, group or organizational focus)

c) Recommendations
   a. Each recommendation flows logically from arguments presented in the analysis section
   b. Analysis includes a discussion of benefits and barriers to alternative recommendations
   c. Notes final recommendations with specific action steps

d) Overall Style
   a. The presentation utilizes proper punctuation, grammar, & spelling
   b. The presentation is polished. Transitions are smooth and presentation flows logically

4. Your research paper is due Friday May 8th at 5pm. An electronic copy of your final research paper should be uploaded to Canvas by 5pm. The maximum length of the report is 15 double spaced pages (1 inch margins, 12 point font). You will be penalized significantly for exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However, appendices that are not directly referenced in the main text will not be read.

The research paper should consist of the following components:

- A brief overview of the organization
- An outline of the problems facing the organization
- A description of your data sources and data collection methods
- A summary of the results of your analysis
- Conclusions that you arrive at based on your analysis
- Proposed solutions, based on theories covered in class, that you would recommend.

Grading:

Your research paper project will be evaluated on the following criteria:

a) How thoroughly and concisely do you describe the organizational context, the relevant parties, and the factors that are important to the problem?

b) Quality and rigor of your data collection process and analysis.

c) Demonstration of knowledge and use of course concepts.

d) Integration of course concepts with information about the company and problem, i.e., how well do you integrate theory with practice to illuminate the problem in a way that leads to solutions?

e) Extent to which recommendations are consistent with analysis.

f) Quality of writing and logical flow of the paper.
LATE PROJECT PAPERS WILL NOT BE ACCEPTED!

5. **Team Structure and Rewards**: At the end of the semester each team member will provide me with a confidential evaluation of the other members of the team – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills).

**Your individual grade on the team project will be based on the following weightings:**

- Team Presentation: 30%
- Research Paper: 65%
- Teammate Evaluation: 5%

**General Words about Teamwork**

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

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

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

**Extra Credit Opportunities: Participate in Management Department Research Studies**

You can earn extra credit points in the course by participating in research studies through the Management Department Subject Pool. You can earn one credit for each study you participate in for a maximum of two extra credit points. For instance, to earn two credit, you must participate in two different studies. You may not participate in the same study twice. You will receive this credit for any extra credit opportunities offered via the Management Department Subject Pool website at:  

[http://mccombs.sona-systems.com](http://mccombs.sona-systems.com)
You should have received an email with login information for SONA during the first week of class. If you haven’t received this email, please email Larissa Garcia (below).

You are strongly encouraged to participate in these studies. It is a good way to get exposed to management research, and it is valuable to understanding management and organizational behavior. These opportunities are offered between February 17 and April 17th, so plan ahead. Those who are not interested in participating in a research study may choose a research paper option; you can email Larissa for more information.

Questions regarding extra credit? Email Larissa Garcia, the Subject Pool Coordinator, at larissa.garcia@mccombs.utexas.edu

**Administrative Policies**

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

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class.
- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.
Policy Regarding Re-reads of all graded coursework: In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your original work with my comments within 1 week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Each grade component is considered final one week after given to the class and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing.

Policy on Academic Accommodations: 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/ssid/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.

Policy on Canvas: 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.

Policy on Academic Integrity: The details of the Honor System are described on http://mba.mccombs.utexas.edu/students/academics/honor/index.asp and below. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

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 team 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."
Required Reading


There are several ways to access the textbook. A color hard copy & digital Ebook ($80), color hard copy only ($60), digital Ebook only ($55) and solely online ($35). You can find more details about the textbook and order your copy on the Flat World Knowledge website. The website is: https://students.flatworldknowledge.com/course/2591258

Course Packet (CP): MAN336 course packet is available at the University Co-op.

** I reserve the right to make changes to the readings and/or topics as needed

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<tr>
<th>Date</th>
<th>Assigned Reading Due</th>
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<tbody>
<tr>
<td></td>
<td>Class #1</td>
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<tr>
<td>W Jan 22</td>
<td>Reading: OB Chapter 1: Organizational Behavior</td>
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<td>Class #2</td>
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<tr>
<td>M Jan 27</td>
<td>Reading: OB Chapter 2: Individual Differences and Perceptions, Guidelines for case analysis MAN 336 (CP)</td>
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<td>W Jan 29</td>
<td>Reading: OB Chapter 3: Individual Attitudes and Behaviors, Wolfgang Keller (CP)</td>
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<td>Class #4</td>
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<td>M Feb 3</td>
<td>Reading: OB Chapter 4: Theories of Motivation, Lincoln Electric (CP)</td>
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<tr>
<td>W Feb 5</td>
<td>Reading: OB Chapter 5: Designing a Motivating Work Environment On the Folly of Rewarding for “A” While Hoping for “B” (CP)</td>
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<td>M Feb 10</td>
<td>Reading: How to Kill Creativity (CP), Six Dangerous Myths about Pay (CP)</td>
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<td>W Feb 12</td>
<td>Reading: OB Chapter 6: Making Decisions, Biases and Blunders (CP)</td>
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<td>Week 5</td>
<td>Ethics</td>
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<td>M Feb 17</td>
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<td>Class #8</td>
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<tr>
<th>Week 6</th>
<th>Ethics (cont.), Communication, &amp; Conflict</th>
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<td>Class #12</td>
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**Due:** Team Project - Description of Final Project (F Mar 6 at 5pm)

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<th>Week 8</th>
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Week 11  Leadership

Class #15  M Mar 30  
Reading:  
*OB Chapter 11: Leading People within Organizations*
Leadership that gets results (CP)

Class #16  W Apr 1  
No Assigned Reading

**Due:** Leadership Development Exercise (F Apr 3 at 5pm)

Week 12  Organizational Culture and Socialization

Class #17  M Apr 6  
Reading:  
*OB Chapter 12: Organizational Culture*
How Leaders Begin Culture Creation (CP)

Class #18  W Apr 8  
Reading:  
The Smile Factory: Work at Disneyland (CP)

Week 13  Organizational Design

Class #19  M Apr 13  
Reading:  
*OB Chapter 13: Organizational Structure and Change*

Class #20  W Apr 15  
Reading:  
Robert F. Kennedy High School (CP)

**Due:** Team Project - Executive Summary (F Apr 17 at 5pm)

Week 14  Team Project Preparation

M Apr 20  Team Project Day (Class attendance required)
W Apr 22  Team Project Day (Class attendance required)

Week 15  Team Presentations

M Apr 27  **Due:** Team Presentations
W Apr 29  **Due:** Team Presentations

Week 16  Conclusion

M May 4  Managing Your Career

W May 6  EXAM #3

**Due:** Team Project – Research Paper F May 8 at 5pm
Appendix (A). Supplemental Topical Readings

Occasionally students will ask me for supplemental sources that provide more information about different aspects of organizational behavior that we cover in the course. Below are some references that provide some insight to specific topics. Utilizing these sources will greatly improve your understanding of the topics we cover in class and will almost certainly improve the quality of your team project.

Organizational Design

1. "Organizational design: a step-by-step approach" by Burton, DeSanctis, & Obel

   Ebook and Hardcopy are available through the Library:
   http://catalog.lib.utexas.edu/record=b6084476~S29

2. "Designing organizations: an executive briefing on strategy, structure, and process" by Jay R. Galbraith.

   Hardcopy available at UT Library:
   http://catalog.lib.utexas.edu/record=b4084417~S29

Doing Qualitative Research in Organizations
