Instructor: Insiya Hussain, Ph.D.
Assistant Professor of Management
insiya.hussain@mccombs.utexas.edu

Teaching Assistants: Jennifer E. Archer
jearcher@utexas.edu

Shaina L. Hall
shainahall@utexas.edu

Class Times: Section 04865: Tues/Thurs, UTC 1.132, 12:30 – 2:00 PM
Section 04870: Tues/Thurs, UTC 1.132, 2:00 – 3:30 PM

Office Location: CBA 4.208
Office Hours: Thurs 4 – 5 PM, or contact via email to schedule appointment

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 the workplace.

The course is constructed on the presumption that you aspire to be productive and effective members of your workplace—whether as an employees or leader. Being part of any group requires a deep, and nuanced, understanding of how individuals behave, and effective leaders are attuned to the fundamentals of human behavior in organizations.

You begin this course with a set of beliefs about how humans think, feel, and act. These beliefs serve as the foundation for your assumptions about what motivates people, about how they make decisions, and about how they interact with one another and their environment at work. As we will learn through this course, however, our assumptions are sometimes wrong, and individuals don’t behave in the ways we expect. We will go beyond our surface-level assumptions about human behavior, and develop an appreciation of the ways in which people and organizations are complex in ways that can be difficult to understand. Most crucially, we will learn how to “unpack” individual, team, and organizational behavior so as to be more effective at work.
In sum, from a broad standpoint 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

**Course Objectives**

My hope is that by the end of the course you will have a better understanding of how to:

1. **Manage individuals for high performance** by developing an understanding of individual and interpersonal behavior, including your own
2. **Manage groups for high performance** by exposing you to theoretical and practical knowledge of group dynamics and effective team building
3. **Lead during times of challenge**, including organizational change
4. **Apply critical reasoning techniques to analyze benefits and costs** of different approaches to managing individuals and teams, and working within different organizational structures and functions, so that you can capitalize on organizational competencies and address weaknesses

**REQUIRED READING**

**Textbook (OB)**


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/2588285](https://students.flatworldknowledge.com/course/2588285)

**Course Packet (CP)**

Much of our learning in this course will come by examining specific case studies. Case studies reflect concrete organizational situations that tie directly to the essential topics and theories we will be studying in this course.

The required case studies, along with some additional articles can be purchased, together, in a course packet from the UT Coop. Please refer to the course schedule for a week-by-week list of the readings.

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

Occasionally, I may send additional articles from the popular or business press via Canvas for you to read. I will provide links to the articles, many of which are publicly available online. Note that if any readings happen to include an academic journal article, you can access those via the UT Libraries (http://www.lib.utexas.edu)

---

**COURSE REQUIREMENTS AND WEIGHTING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Points</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contribution</td>
<td>All semester</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>March 12, 2020</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Case Analysis Assignment</td>
<td>Apr 2, 2020</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Final Team Research Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Project Description</td>
<td>March 5, 2020</td>
<td></td>
<td>Participation grade</td>
</tr>
<tr>
<td>2. Executive Summary</td>
<td>April 16, 2020</td>
<td>120</td>
<td>24%</td>
</tr>
<tr>
<td>3. Team Presentation Slides</td>
<td>April 28, 2020</td>
<td>70</td>
<td>14%</td>
</tr>
<tr>
<td>4. Team Research Paper</td>
<td>April 30, 2020</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>5. Team Member Evaluation</td>
<td>May 7, 2020</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>May 7, 2020</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Extra Credit**

In addition, you may participate in research studies at the McCombs Behavioral Lab for extra 2% credit that can be applied to your final grade. Details on the extra credit opportunity will be provided in a separate handout.

Letter grades for the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.99</td>
</tr>
<tr>
<td>B+</td>
<td>86.67 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.33 – 86.66</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.32</td>
</tr>
<tr>
<td>C+</td>
<td>76.67 – 79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.33 – 76.66</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.32</td>
</tr>
<tr>
<td>D+</td>
<td>66.67 – 69.99</td>
</tr>
<tr>
<td>D</td>
<td>63.33 – 66.66</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63.32</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
(I) **CLASS CONTRIBUTION & ATTENDANCE (15%)**

*Expectations*

In a discussion-based class it is your responsibility to be thoroughly prepared to discuss each case and the readings / materials in general. A critical component of the course is spirited, informed discussion. I believe that active engagement facilitates learning for most of the topics we will cover this semester.

Furthermore, each of you brings a distinct set of experiences and perspectives to the course that, when exposed through your contributions and questions in class, can help facilitate learning for those around you—myself included! In truth, this closely approximates the working world: as you embark on your career, your ability to effectively contribute to groups within your organization—to leverage your experiences and perspectives effectively in service of propelling the broader group forward—will dramatically affect your long-term success. So, your grade will, in part, be based on the quality of your contributions to the class. You must be actively involved, but importantly, your grade here is not a reflection of the volume of comments you make. Rather, this grade reflects the degree to which your contributions provide a novel perspective, build on the comments of your classmates, contribute to others’ learning in the room, and move the discussion and analysis forward.

To facilitate class participation, please:

(a) Attend every class session  
(b) Arrive to class on time  
(c) Turn off and put away all electronic devices (including laptop computers and mobile devices)  
(d) Display your BBA student nameplate during all class session  
(e) Prepare for class by reading the assigned material for the class session

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

**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.**
**Class Participation Grading**

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 and/or not contributing to class in any demonstrable manner (i.e. not paying attention, being unprepared, sleeping, being on your electronic devices, etc.) to 3 points for providing several high-quality contributions in class.

I average each student’s scores for the entire semester and standardized 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.

<table>
<thead>
<tr>
<th>Contribution Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 2.5 standard deviation (SD) below class mean</td>
<td>0</td>
</tr>
<tr>
<td>between 2.5 and 1.5 standard deviation (SD) below class mean</td>
<td>70</td>
</tr>
<tr>
<td>between 1.5 and 1 SD below class mean</td>
<td>75</td>
</tr>
<tr>
<td>between 1 and .5 SD below class mean</td>
<td>80</td>
</tr>
<tr>
<td>between .5 below and .5 SD above class mean</td>
<td>85</td>
</tr>
<tr>
<td>between .5 and 1 SD above class mean</td>
<td>90</td>
</tr>
<tr>
<td>between 1 and 1.5 SD above class mean</td>
<td>95</td>
</tr>
<tr>
<td>&gt; 1.5 SD above class mean</td>
<td>100</td>
</tr>
</tbody>
</table>

Participation grades will be posted to Canvas on a monthly basis. I will drop your lowest two class-meeting participation scores over the course of the semester. If you have questions about participation, please don’t hesitate to discuss with me.

Many people are intimidated by the “obligation” of speaking up in class. Don’t be. Your anxiety will be reduced only through practice. Here’s the secret to cutting your stress level: BE PREPARED. 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. Frequent non-quality contributions are not rewarded and in some cases may be penalized.

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. Multiple 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.
(II) EXAMS: MIDTERM EXAM (15%) & FINAL EXAMINATION (20%)

The midterm and final examination (non-cumulative) will each consist of a mix of True/False, multiple choice, and short-answer questions.

Both exams will be taken in-class on the days specified in the course schedule, and will be closed book/notes.

Your performance as a future organizational leader depends on your ability to think in a complex manner and to apply the evidence-based concepts we discover throughout the semester to real-life situations. To that end, the exams, for the most part, are not designed to test your ability to memorize terms or definitions. Rather, they are a venue in which you must think critically and apply the concepts from the course.

1. MIDTERM EXAM

   • Date: March 12, 2020
   • Covers the material from roughly the first half of the semester

2. FINAL EXAM

   • Date: May 7, 2020
   • Non-cumulative, covering material from roughly the second half of the semester

(III) CASE ANALYSIS ASSIGNMENT (15%)

This course is designed to influence both your thinking and your behavior as current and future leaders. As you move into your professional career, your efficacy as a leader will depend upon your ability to understand organizational situations, and to apply the concepts you learn in this course to those situations to positive effect. To facilitate this process, and to give you an opportunity to apply your learnings to a real organizational issue, you will be asked to answer, in writing, a question about a case, using course concepts.

   • Due: 5 PM on April 2, 2020
   • Submit assignment online via Canvas

**I will provide detailed information on the case analysis assignment in a separate handout.**

Specifically, roughly 7 - 10 days before the assignment is due, I will post to Canvas details about: (a) which case will be included, (b) how to purchase the case, and (c) the case questions.
(IV) TEAM RESEARCH PROJECT (40%)

Early in the semester, you’ll be randomly assigned to a team of approximately five students. Each team will be acting as a consulting team, applying the insights from our class to solving a real life organizational challenge within the organization on which you’ve decided to focus.

**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. I advise you to be selective in choosing an issue or problem to study, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.

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.

- What are the issues or problems facing the organization?
- What course theoretical concepts can be applied to understand these problems?
- What recommendations can you offer to help improve organizational functioning?
Team Research Project Deliverables

1. TEAM PROJECT DESCRIPTION (Interim Deliverable 1 - Due: March 5th at 5 PM): Your team should post to Canvas a \textit{one-page, single-spaced summary} with the following information:

- Team name
- Team members
- Name of organization selected for your project
- Primary contact person and their position within the organization
- Methods you will use to gather data (e.g. participant observation, interviews, archival, etc.)
- Brief description of the potential problem(s) facing the organization

2. EXECUTIVE SUMMARY (Interim Deliverable 2 - Due: April 16th at 5 PM): An electronic copy of this \textit{one-page, single-spaced summary} should be posted to Canvas before the beginning of class. Please include:

- Team name
- Team members
- Statement of key problem(s)
- Brief summary of analysis and findings

3. TEAM CLASS PRESENTATIONS (Final Deliverable 1 - In Class on April 28th and April 30th): Presentations will be arranged by random draw and provided in class.

** An electronic copy of your slides should be uploaded to Canvas by 5 PM on April 28\textsuperscript{th} (regardless of your team’s presentation date) and also emailed directly to me.

** I will provide detailed information on presentation criteria in a separate handout.

4. FINAL TEAM RESEARCH PAPER (Final Deliverable 2 - Due: April 30th at 5 PM)

The maximum length of the report is 15 double spaced pages (1 inch margins, 12 point font). You are strictly not allowed to exceed this length and will be penalized for doing so. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material you deem necessary.

** An electronic copy of your team’s final paper should be uploaded to Canvas by 5 PM on April 30\textsuperscript{th} (regardless of presentation date) and also emailed directly to me.

** I will provide detailed information on criteria for the final team research paper in a separate handout.
5. **TEAM MEMBER EVALUATIONS** (Final Deliverable 3 - Due: May 7th at 5 PM): At the end of the semester, I will send you a link to an online survey. 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). **Thus, your individual grade for the team research project will be assigned based on the following weightings:**

- **Team Class Presentation:** 35% (70 points maximum)
- **Team Research Paper:** 60% (120 points maximum)
- **Teammate Evaluation of You:** 5% (10 points maximum)

**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.

**Late Assignments**

I will accept late submissions—but you’ll be penalized 10% for each day late you submit an assignment. That is, the maximum number of points you’ll be able to earn will drop by 10% for each day you’re late. Please don’t submit assignments late!
EXTRA CREDIT OPPORTUNITY

You may participate in experiments being run by the Behavioral Lab during the semester for extra credit.

There are two options for earning extra credit through the Management Department Subject Pool:

(1) Experiment option
(2) 10-page research proposal option

The maximum extra credit that can be earned using either option is 2% of your final grade.

**I will provide detailed information on the extra credit opportunity in a separate handout.**

IMPORTANT NOTES ABOUT THIS CLASS

Inclusivity

To create an environment conducive to learning, I encourage students to behave in an open-minded, respectful manner in this course. During discussions, students are asked to voice their opinions and to build upon their classmate’s ideas in discussion. A civil academic discourse, where all participants respect other’s views, is essential to the functioning of this course. Arriving on time to class, paying attention in class, keeping discussion outside of class topics to a minimum, departing after all class lectures and discussions are done, refraining from packing up early, and engaging in respectful, civil discourse are essential to creating this environment. Incivility, inappropriate language, insulting behavior, academic dishonesty, and disrespect will not be tolerated. If students engage in this type of behavior towards their fellow classmates or their instructor, they may be asked to leave class. If the behavior continues, further disciplinary action may be required.

Grade Concerns

If you wish to dispute a grade on an assignment, please do the following within 7 days of receiving the grade in question:

1. Send the TA a written statement describing the issue you have with your grade, copying me in on the email
2. Visit the TA during his / her office hours for a discussion and to resolve the issue
3. If the issue is not resolved with the TA, indicate specific issues which you would like me to consider, and back up your claims with specific notes, page numbers, etc.

**If you follow this procedure, I will re-grade your assignment. Be prepared, however, that re-grading may result in an upward or downward adjustment of your grade.**
IMPORTANT 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 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.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://diversity.utexas.edu/disability/.

Ethics

This course carries the Ethics flag. Ethics 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 substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time following the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at http://my.mccombs.utexas.edu/BBA/Code-of-Ethics. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. 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, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at http://deanofstudents.utexas.edu/conduct/ to access the official University
policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

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.”

Campus Safety

Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, https://preparedness.utexas.edu:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.


Copyright

All lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. We, the McCombs Instructors, are the exclusive owners of copyright in those materials that we create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express consent. This includes online sites such as CourseHero, Quizlet, etc. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thurs, Jan 23</td>
<td><strong>Session 2: Personality &amp; Other Individual Differences</strong>&lt;br&gt;1. <em>Assignment (do this first)</em>: Take Big Five personality test (link will be emailed to you)&lt;br&gt;2. <em>Read</em>: Textbook Chapter 2: Individual Differences and Perceptions – Sections 1 to 3&lt;br&gt;3. <em>Watch</em>: Susan Cain, TED talk, <a href="#">The Power of Introverts</a></td>
</tr>
<tr>
<td>WEEK</td>
<td>DATE</td>
<td>READINGS &amp; ASSIGNMENTS</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3    | Tues, Feb 4| **Session 5: Theories of Motivation**  
1. Read: Textbook Chapter 4, Theories of Motivation  
2. Read: Course Packet: “Pygmalion in Management”  
3. Read: Course Packet: “Lincoln Electric” case |
|      | Thurs, Feb 6| **Session 6: Designing a Motivating Work Environment**  
1. Read: Textbook Chapter 5: Designing a Motivating Work Environment  
2. Read: Course Packet: “On the Folly of Rewarding for “A” While Hoping for “B””  
3. Read: Course Packet: “How to Kill Creativity”  
4. Read: Course Packet: “Six Dangerous Myths about Pay”  
5. Read: Course Packet: “The Religion of Workism is Making Americans Miserable”  
6. Read: Course Packet: “America’s Professional Elite: Wealthy, Successful, & Miserable” |
| 4    | Tues, Feb 11| **Session 7: Research Methods in Organizational Behavior**  
No assigned reading |
|      | Thurs, Feb 13| **Session 8: Decision-Making**  
1. Read: Textbook Chapter 6: Making Decisions  
2. Read: Course Packet: “Biases and Blunders”  
3. Read: Course Packet: “Leaders as Decision Architects” |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Tues, Feb 18</td>
<td><strong>Session 9: Ethics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read: Course Packet: “Doing the Right Thing”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Read: Course Packet: “An MBA Hack Job, Part A” (short case)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Read: Course Packet: “Values in Tension: Ethics Away From Home”</td>
</tr>
<tr>
<td>6</td>
<td>Thurs, Feb 20</td>
<td><strong>Session 10: Negotiations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No assigned reading</td>
</tr>
<tr>
<td>6</td>
<td>Tues, Feb 25</td>
<td><strong>Session 11: Communication</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read: Textbook Chapter 7: Communication</td>
</tr>
<tr>
<td></td>
<td>Thurs, Feb 27</td>
<td><strong>Session 12: Conflict in Organizations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read: Textbook Chapter 8: Conflict in Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Read: Course Packet: “How Management Teams Can Have a Good Fight”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Read: Course Packet: “An Exercise to Help Your Team Feel More Comfortable with Conflict”</td>
</tr>
<tr>
<td>WEEK</td>
<td>DATE</td>
<td>READINGS &amp; ASSIGNMENTS</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7    | Tues, Mar 3| **Session 13: Teams**  
1. *Read*: Textbook Chapter 9: Managing Teams & Groups – Section 1  
|      | Thurs, Mar 5| **Session 14: Teams (contd.)**  
1. *Read*: Textbook Chapter 9: Managing Teams & Groups – Sections 2 - 4  
**DUE**: Team Project – Description of Final Project (on Canvas by 5 PM) |
| 8    | Tues, Mar 10| **Session 15: Power, Persuasion, & Influence**  
|      | Thurs, Mar 12| **Session 16: MIDTERM EXAM**  
**DUE**: Mid-Course Evaluation (by 5 PM via survey link provided) |

**SPRING BREAK (3/16 – 3/21): NO CLASS**
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
</table>
|      | Tues, Mar 24 | **Session 17: Power, Persuasion, & Influence (contd.)**  
  1. Read: Textbook Chapter 10: Power & Politics – Sections 3 & 4  
  2. Read: Course Packet: “Influence Without Authority”  
|      | Thurs, Mar 26 | **Session 18: Power & Politics**  
  1. Read: Course Packet: “Jeffrey Sonnenfeld (A): The Fall from Grace”  
  2. Read: Course Packet: “Jeffrey Sonnenfeld (B): The Road to Redemption” |
|      | Tues, Mar 31 | **Session 19: Leadership**  
  1. Read: Textbook Chapter 11: Leading People within Organizations  
  2. Read: “Leadership That Gets Results”  
  3. Read: “Overcome the Odds to Become a Great Boss” |
|      | Thurs, Apr 2 | **Session 20: Leadership (contd.)**  
  No assigned reading  
  **DUE:** Case Analysis Assignment (by 5 PM on Canvas) |

**UNIT 3: YOU’RE THE BOSS – LEADING OTHERS & CREATING THE ORGANIZATIONAL ENVIRONMENT**
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Tues, Apr 7</td>
<td><strong>Session 21: Organizational Culture</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <strong>Read</strong>: Textbook Chapter 12: Organizational Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <strong>Read</strong>: Course Packet: “How Leaders Begin Culture Creation”</td>
</tr>
<tr>
<td></td>
<td>Thurs, Apr 9</td>
<td><strong>Session 22: Organizational Culture (contd.)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <strong>Read</strong>: Course Packet: “The Smile Factory: Work at Disneyland”</td>
</tr>
<tr>
<td>12</td>
<td>Tues, Apr 14</td>
<td><strong>Session 23: Organizational Design</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <strong>Read</strong>: Textbook Chapter 13: “Organizational Structure and Change”</td>
</tr>
<tr>
<td></td>
<td>Thurs, Apr 16</td>
<td><strong>Session 24: Organizational Design (contd.)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <strong>Read</strong>: Course Packet: “Robert F. Kennedy High School”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE</strong>: Team Project – Executive Summary (by 5 PM on Canvas)</td>
</tr>
<tr>
<td>13</td>
<td>Tues, Apr 21</td>
<td><strong>Session 25: Organizational Change</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No assigned reading</td>
</tr>
<tr>
<td></td>
<td>Thurs, Apr 23</td>
<td><strong>Session 26: Team Project Preparation Day</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class attendance required</td>
</tr>
<tr>
<td>WEEK</td>
<td>DATE</td>
<td>READINGS &amp; ASSIGNMENTS</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 14   | Tues, Apr 28 | **Session 27: Team Presentations**  
|      |           | • Team Project Presentations – Batch 1 teams  
|      |           | **DUE:** Final Team Presentation Slides (by 5 PM on Canvas, and also via email to the professor)  
|      |           | * Note: Slides are due today for all teams, regardless of your team’s presentation date |
|      | Thurs, Apr 30 | **Session 28: Team Presentations**  
|      |           | • Team Project Presentations – Batch 2 teams  
|      |           | **DUE:** Final Team Research Paper (by 5 PM on Canvas, and also via email to the professor) |
| 15   | Tues, May 5 | **Session 29: Managing Your Career**  
|      | Thurs, May 7 | **Session 30: FINAL EXAM**  
|      |           | **DUE:** Team Member Evaluations (by 5 PM via survey link provided) |