



MAN 283.16: LEADING PEOPLE AND ORGANIZATIONS SPRING 2012

Professor	Dr. David A. Harrison
Office	CBA 4.242
Office Hours	M, W 2:00 pm – 3:30 pm (anticipate slight delays as my second section unwinds); I'm generally available by phone or email. Please email me if you want to set up a specific time to talk. E-mail is good for quick, specific questions, not "please advise" queries; phone and face-to-face conversations are best for the latter. I'll answer every message you send me and return every phone call, usually within a business day. Course TAs are also available for conversations about the course. Please set up times to talk with them in class or via email.
Phone	512 / 354-1072 (cell)
E-Mail	drdaveharrison@mail.utexas.edu
Course Web Page	via Blackboard
Class Time & Location	GSB 3.138; Section 04375: MW 10:00 am – 12:00 pm Section 04380: MW 12:00 pm – 2:00 pm
Teaching Assistants	Christina Kyprianou, christina.kyprianou@phd.mcombs.utexas.edu Vanessa Miloshevski, vanessa.miloshevski@mba12.mcombs.utexas.edu

COURSE OBJECTIVES AND DESCRIPTION

Your MBA degree is all about the science and practice of organizations. Organizations are *people* working together to reach goals they couldn't reach alone. This class covers that people side of the enterprise, not as interchangeable resources in support roles, but as the core of the organization. They have messy, changing, complex features that take an entirely different set of "soft" skills to manage or lead than financial and tangible resources. *Every* one of you will *always* need those skills, and in that way, this is one of the most practical classes you will take. Ask any CEO of a moderate-to-large firm: leading yourself, other individuals (peers, customers, partners, competitors), teams, and larger collectives is the key to excellence as a business professional. It could be your most difficult challenge. This course is designed to help you meet that challenge.

More specifically, this course aims to help you develop the knowledge and hone the skills that are essential to manage your own behavior and to lead the behavior of others. We will tie concrete organizational situations (as reflected in examples, cases, and simulations) to the essential, scientifically supported principles of effective management. The topics are organized into three broad categories: The first sessions focus on "macro" or organization-level issues of leadership, including structure, strategy, and systems. The next sessions deal with unit-level issues, or leading teams. The remaining sessions deal with leading other individuals and yourself. The issues are not silos; they blend and overlap. Near the end of the term, we will engage a simulation that brings many of the principles and topics together. After every session, you should be able to take something new and useful back to the organizations to whom you belong.

LEADERSHIP IN THIS COURSE: LEARNING GOALS

The Texas MBA program is designed to develop influential business leaders. This flex-core course is based on the *original* sources of leadership theory, research, and application. Knowledge about leadership in organizations is primarily discovered and vetted in management. With that in mind, this course is designed to accomplish three main goals:

- Introduce and describe behavioral and social science concepts so that you can *understand*, from an abstract level, how organizations and the people within them work and can be led.
- Provide you with an opportunity to *apply* those concepts to real-world problems faced by leaders.
- Develop your leadership potential. All leaders have to accomplish goals under conditions that are not entirely under their control. You'll need to diagnose, structure, and make decisions about those conditions, communicate those decisions, and motivate others to change the organization in implementing them.

INSTRUCTIONAL METHODS

To meet these goals, I use lectures, readings, in-class exercises, cases, individual and team assignments, simulations, and class discussion. Reading assignments are a strong base for class discussion; they must be completed prior to each class session. Due dates for reading, deliverables, and grades are listed in the "Schedule" portion of the syllabus. I'll have graded feedback to you within a week. Lectures will often start each session, and will be used to set the stage for highlighting principles from the readings, cases, and exercises. Exercises and cases will give you the opportunity to apply what you have learned to real world issues and scenarios, and will also be the subject of extensive discussion. Bring your perspective and *share* it with the class.

PERFORMING WELL

Texas MBA students are sharp. You and your colleagues already have your own routines for excellent performance. I'd like to light-heartedly reiterate a few that you likely already know.

Study the material as if you had to teach it – not just discuss it. It's a trick that training professionals use. Study early and often, and at regular intervals. Set up a studying schedule and reward yourself for sticking to it. Don't wait until the last minute and try to cram for the final, comprehensive exams. You're much more likely to forget the information after the term if you do blitzkrieg studying.

Read the assignments before class. Read actively. Ask yourself questions as you read. Write questions, comments, and notes in the margins. Read with a pen, not a highlighter. Underline or put notes next to material that you think is central or important. Put a ? next to material you don't fully understand -- so you can get clarification during or after class.

Come to class. A major portion of your grade (26%) will be in-class participation. There are two points of participation to earn for each of the 13 sessions (you get one "mulligan" for a missed class). When you are in class, the readings and cases are only a starting point. Much of what we do will go beyond those written pieces. Most of the answers to course assignments and exam items will come from lectures and discussions. And, because this class will be more fun than almost any other (yes, I went there), you won't want to miss a lecture. If you do miss class, get a colleague's notes as soon as possible. If you don't understand something in their notes or in your own, please ask me about it. However, please don't ask Rookie Question #1: "*Did I miss anything important?*" Yes. You did. If I felt like I didn't have something important to teach, I'd cancel class. I never cancel class.

Be ready. I cold call. I warm call. I even *tepid* call. Preparation involves both thorough analysis and developing a personal position on issues raised in the cases and readings. Unless you have thought

about and adopted a *thoughtful* personal position, it is very hard to learn from others' contributions in the class. This does not mean that you have "solved" the case, in the sense that you have identified the one best answer to the issues facing the firms and managers in the case. Invariably, given the complexities of people and situations in the real world, there is no single answer.

Ask questions. Sometimes, the best insight into a topic is a question everyone wants to ask, yet is hesitant to do so. Do so. But, please don't ask Rookie Question #2: "*Is this gonna be on the final?*" If something will, for certain, not be on the final, I'll tell you so. Everything else is fair game (including topics and points brought up exclusively in class discussions).

Take good, thrifty notes. Except for terms with special definitions, put lecture notes in your own words. Make sure your notes are organized well. Every day before class, I'll put up an outline that summarizes topics I want to cover. Use my outline to structure your notes. After class, it may help to rewrite and reorganize your notes using the outline, so that your notes fit together and make sense to you. If you're having trouble taking notes, tape my lectures. But hey, if I find out you're selling the tapes, my lawyers: Wi, Cheattam, & Howe, will hand you a subpoena.

(AVOID) PERFORMING POORLY

There are several roads that MBA students take to poor performance. Avoid those off-ramps.

Stay on top of things. This is a *highly* condensed term. Things happen in such a bang-bang-bang way that it's easy to lose track of the dates or get behind. So, you should read this syllabus closely (I notice you're doing that right now ;-), and keep it handy. Make a checklist from the due dates on the schedule. Keep it on your phone. Check back to it on a regular basis.

Keep an open mind. You are all smart. Very smart. But, you're here to learn. If you ask Rookie Question #3 "*Why should I have to learn this?*" I may have to come right back at you, mercilessly unloading the snark. Some of my favorite retorts are: "You don't. There'll always be a cot for you in your parents' basement." Or, "You're right. You probably know all this already. The Fortune 500 companies have all queued up in your yard to pick your brain about how they should run their firms." Another favorite: "I'll bet you were the *first* one they voted off the island."

Don't negotiate for special treatment or post-hoc grade adjustments. It singles you out as egocentric. We're all professionals that have constraints on our schedules. Everyone's busy; anyone can get jammed. You need to anticipate and manage your way around (or out of) them. Likewise, lots of folks are one or two or three points from the next grade upward. Unless there are gross or clearly demonstrable (not just debatable) grading errors, you earn each of the marks you receive.

Be considerate. This is a decent-sized class, with lots of people and lots of potential distractions. Therefore, I will subtract participation points from grade totals for violating rules of basic classroom decorum (see the McCombs Classroom Professionalism policy later in this long-winded syllabus). Keep your laptops closed and tablets off. If you have to leave during the middle of class, start out sitting near the (back) door. If you have to come in late, tiptoe in (from the back) and sit in the first open seat. Keep from talking to your pal while I'm teaching. It doesn't bother me because I'll just ratchet up the decibels; it will bother the people around you. Most importantly, please don't talk or start a commotion when one a classmate is making a point or asking a question, even if it's near the end of the class period. It is profoundly rude behavior, tantamount to saying to that person: "You and your ideas are not worth listening to." I won't tolerate it; neither should you.

Stay clean. In nationwide surveys, academic dishonesty (cheating, plagiarism, etc.) has been a major concern to MBA students and their professors for decades. It is more rampant in the business school than any other place on campus. My TA's and I will routinely submit your work to plagiarism services

such as www.turnitin.com. If I have evidence of it, I will deal with academy dishonesty in the most severe way I can; unethical behavior must have consequences. If I notice any instance of it, we'll go all the way to the wall. It's painful, but I've done it before. Read the academic dishonesty and honor code policies below. Really.

Despite all that gloomy disciplinary talk, I *love* teaching this material. It is what I do. It is what I study. It gets me up in the morning and keeps me hyped for hours after class is over. So, I'm looking forward to a stimulating term. We'll do a lot to juice up the material, although much of it is plenty juicy already. And, I'll try to keep class discussions rollicking without letting things get out of hand. If class gets tedious or boring -- tell me!!

MATERIALS

Required readings are in the course pack and should suffice to prepare for the assessments set for the course. The course packet can be purchased from the GSB copy center. Much of the material is copyrighted. So, you have to buy your own stack rather than copy someone else's. I reserve the right to ask you for a receipt, so keep that around.

COURSE REQUIREMENTS & GRADING

	<u>Total</u>
1. Individual Class Contribution (throughout term)	26%
2. Two Individual Case Evaluations (each @ 10%; due Jan. 30 th , Feb. 13 th)	20%
3. Team Leadership Assessment Paper (due Feb. 22 nd)	20%
4. Final Exam (March 2 nd)	34%

I have a very straightforward grading scheme. Each point received is also a percentage. For example, the final will have 34 points. We will use plus/minus grading in this course; half-points get rounded upward. Here's how it goes:

A	=	93-100%	=	93-100 pts.
A-	=	90-92%	=	90-92 pts.
B+	=	87-89%	=	87-89 pts.
B	=	83-86%	=	83-86 pts.
B-	=	80-82%	=	80-82 pts.
C+	=	77-79%	=	77-79 pts.
C	=	73-76%	=	73-76 pts.
C-	=	70-72%	=	70-72 pts.
D	=	60-69%	=	60-69 pts.
F	<	60%	<	60 pts.

DESCRIPTION OF REQUIREMENTS

1. Individual Class Contribution

As I noted above, you are expected to read the case(s) and reading(s) for each session before class. I will ask you to present facts from the cases/readings, opinions, etc. The class contribution grade will be negatively affected by answers which demonstrate a lack of preparation for class. Note that there is no fixed number of times that a person may be called on during the semester. Your contribution to class discussions will generally be graded as follows:

- A Perfect or near-perfect attendance (0-1 missed sessions). Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
- B Very good attendance (2 missed sessions). Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
- C Adequate attendance (3 missed sessions). This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
- D-F Sub-par attendance. (4 or more missed sessions). Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

2. Individual Case Evaluations (hand in with student ID# only)

For each case write-up, your deliverable is a 3-page (12 point Times New Roman font, double spaced, 1-inch margins) written assessment / analysis of the case assigned as reading for that class day (Jan. 30th, Feb. 13th, due at the beginning of class). Questions for the sessions will be provided via e-mail. Answers should also reflect the background reading for the session (format: please present your write-up in the form of answers to the case questions). No late submissions will be accepted. Please submit a hard copy of your case write-up. These are not summaries; they are incisive analyses.

3. Leadership Project or Leadership assessment paper (hand in with student ID#s only)

Step 1. Coordinate with your 4-5 member team (you will get team assignments, done with random draws, in the second week of the term) to pick 5 director or C-level leaders in ongoing organizations with 20 or more employees. The deadline for emailing me the names and positions of your interviewees will be 5:00 p.m., Feb. 6th.

Step 2. Your team will be responsible for 5 (face-to-face or phone) interviews with people in leadership positions in ongoing organizations. The persons selected might be business leaders, government leaders, community leaders, and/or religious leaders. You will be interviewing the selected leaders about their personal philosophies of leadership, their most significant developmental experiences, their *worst mistake / failure as a leader* and their *greatest accomplishment / success as a leader*, the skills and actions they most depend on as leaders, and their recommendations for “students of leadership.” Given that you will be investing a fair amount of time and energy studying the results from these interviews, *please select the interviewees wisely.*

Use the following questions as a starting place and overarching structure for the interviews:

- How do you define leadership? What is most difficult about it?
- As a leader, what are the personal skills and actions on which you most depend?
- How do you think that leadership effectiveness develops with experience; what is necessary or helpful?
- What is the worst mistake / failure you’ve experienced as a leader and why? What is the greatest accomplishment / success you’ve experienced as a leader and why? How were these experiences influential in developing your leadership skills? What do you do differently now that reflects these experiences?

- What issues come up in leading teams versus motivating individuals? How are they the same or different?
- Who are your most important social resources / persons you network with and why?
- What role do personal values and ethics play in your leadership effectiveness?
- Do you think that leadership in your arena (e.g., business, politics, etc.) is different from, or involves different pressures and skills, than leadership in other arenas?
- What advice would you offer others who are trying to develop their leadership effectiveness? (What advice do you wish you had been given?)

Step 3. Once all of the interviews have been conducted, transcribe quotes and search the content of the interviews for commonalities or themes. What can be learned from the leaders? How does the data from the interviews compare to the principles discussed in class and what you are exposed to in our readings and cases?

Step 4. Prepare a report on what you feel can be learned from the set of leaders you interviewed. The report should include all of the major learning points that resulted from both the interviews as well as an integration of these points into class readings and discussions. In addition, the following questions should be addressed:

- How were the leaders in your interview sample selected?
- What were the themes and key learning points that your team extracted from the interviews?
- What are the principle learning points that students of leadership should take from the interviews with your selected leaders? What lessons, in terms of our own leadership development, should we extract?

The final page of your report should contain a model of your own creation which captures what you feel to be the critical aspects of leadership as indicated by your leadership interviews. Do not underestimate how long it takes to thoughtfully complete a model in step 4 that is consistent with and supported by steps 2 and 3. If steps 2 and 3 are not adequately developed, you will have problems with this step. If you are submitting group work, please ensure that all group members' names appear on the report. If no distribution of labor is indicated, it will be assumed that all team members participated equally (which is the expectation). Hand in the written hard-copy report, as a 12-15 page document (again, Times Roman font, 1 inch margins), with appropriate referencing.

4. Final Exam

The final exam (Mar. 2nd) will cover the assigned readings, any additional hand-outs, lectures, class discussions, and exercises. The exam will test your knowledge of theories and concepts as well as your understanding of how these theories and concepts apply to organizational situations. There will be a mix of situation-based multiple choice, short answer, and essay questions on the final. Additional instructions for the exam will be provided in class.

LATE ASSIGNMENTS

Any assignment that is late will have 25% of its points deducted for each 24-hour period it is late. Periods begin as soon as attendance starts to be taken on the day it is due. No paper will be accepted after it is 1 week late.

MCCOMBS CLASSROOM PROFESSIONALISM POLICY

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this.

You should treat the Texas MBA classroom as you would a corporate boardroom.

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 Texas MBA 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 do not confuse the classroom for the cafeteria. The classroom (boardroom) is not the place to eat your breakfast tacos, wraps, sweet potato fries, or otherwise set up for a picnic. Please plan accordingly. Recognizing that back-to-back classes sometimes take place over the lunch hour, energy bars and similar snacks are permitted. Please be respectful of your fellow students and faculty in your choices.
- 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 Texas MBA 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 attend the class section to which they are registered. Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- 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. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- 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.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

ACADEMIC DISHONESTY

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. As a Texas MBA student, you agree to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Insert specific guidance you have here. For example:

As specific guidance for this course, you should consider the *writing* of all examinations to be an individual effort. Group *preparation* for examinations is acceptable and encouraged. Homework assignments are to be turned in individually but I encourage you to work together in answering the questions. You should, however, develop your own answer and not cut and paste the work of others.

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.



MAN 283.16

SPRING 2012 SCHEDULE

SESSION	DATE	TOPIC	READINGS (best if read in order presented)
1	01/18	Introduction to Leadership	<p><u>Articles:</u></p> <ol style="list-style-type: none"> 1. Becoming a Leader: Early career challenges faced by MBA Graduates 2. Talk to me. I'll turn off my phone. <p><u>Case:</u> Events of Southern Methodist University's "death penalty":</p> <ol style="list-style-type: none"> 1. NCAA Cancels SMU's 1987 football 2. Chronology of the SMU investigation 3. SMU may sit out through '88 season. 4. Donations to SMU down by \$4 million 5. Nearly a decade later, 'death penalty' still stings SMU 6. SMU's football second coming
2	01/20	Organizations as Complex Systems: Strategy, Structure & Environment	<p><u>Articles:</u></p> <ol style="list-style-type: none"> 1. Organizational alignment: The 7-S Model 2. A note on organization structure 3. Three-part harmony for Microsoft? <p><u>Case:</u> Appex Corp</p>
3	01/23	Organizational Culture	<p><u>Articles:</u></p> <ol style="list-style-type: none"> 1. What is an organization's culture? 2. Putting people first for organizational success <p><u>Case:</u> Southwest Airlines:</p> <ol style="list-style-type: none"> 1. Have fun, make money. 2. Southwest's secret to a positive corporate culture: Its employees. 3. Southwest, way southwest 4. The Sinatra of southwest
4	01/25	Leading Organizations	<p><u>Articles:</u></p> <ol style="list-style-type: none"> 1. Leadership: Past, present and future (p. 3-14) 2. Transformational and charismatic leadership (p. 256-272) 3. Are leaders portable? (read this one last) <p><u>Cases:</u></p> <ol style="list-style-type: none"> 1. Coach Knight 2. Coach K

5	01/30	Leading Teams: Design and Structure	<u>Articles:</u> <ol style="list-style-type: none"> 1. Leading teams 2. Managing your team <u>Case:</u> Exploring the dynamics of workgroup fracture: Common ground, trust-with-trepidation, and warranted distrust (up to p. 22)
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DUE: FIRST CASE ANALYSIS

6	02/01	Leading Teams: Group Dynamics	<u>Articles:</u> <ol style="list-style-type: none"> 1. Sports teams as a model for workplace teams: Lessons and Liabilities 2. Trust makes the team go round <u>Case:</u> In class: IDEO video
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7	02/06	Interpersonal Conflict and Negotiation	<u>Articles:</u> <ol style="list-style-type: none"> 1. Managing conflict and negotiating 2. Want collaboration? 3. Types of negotiation: Many paths to a deal 4. 6 habits of merely effective negotiators <u>Case:</u> In-class exercises
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***DUE: NAMES AND POSITIONS OF LEADERSHIP INTERVIEWEES**

8	02/08	Interpersonal Power and Influence	<u>Articles:</u> <ol style="list-style-type: none"> 1. Power dynamics in organizations 2. 2 How leaders create and use networks <u>Case:</u> Heidi Roizen
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9	02/13	Motivation: Behavioral Approaches	<u>Articles:</u> <ol style="list-style-type: none"> 1. Old Friends, New Faces: Motivation Research in the 1990s 2. On the folly of rewarding A while hoping for B <u>Case:</u> Brainard, Bennis, & Farrell (A)
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DUE: SECOND CASE ANALYSIS

10	02/15	Motivation: Persuasive Communication and Attitudes	<u>Articles:</u> <ol style="list-style-type: none"> 1. Organizational justice: A fair assessment of the state of the literature 2. The necessary art of persuasion 3. Harnessing the science of persuasion 4. Why tomorrow's Wall Street leaders don't like bonuses <u>Case:</u> And now the hard part: Role plays
11	02/20	Leading Change: Experience Change Global Tech simulation (1)	<u>Articles:</u> <ol style="list-style-type: none"> 1. Leading change: Why transformation efforts fail 2. Simulation exercise pre-readings (more instructions and readings to follow)
12	02/22	Leading Change: Experience Change Global Tech simulation (2)	No readings. Simulation exercise, debrief & catch up on other discussion points and issues.

DUE: LEADERSHIP ASSESSMENT PROJECT

13	02/27	Leading Within— Decisions & Ethics	<u>Articles:</u> <ol style="list-style-type: none"> 1. Hidden traps in decision-making 2. The end of rational economics 3. How (Un)ethical are you? <u>Case:</u> MBA Hackers
14	02/29	Self-leadership	<u>Articles:</u> <ol style="list-style-type: none"> 1. Personality, cultural values and ability 2. Leadership that gets results 3. The brand called you 4. Complete the best self exercise as described in "How to play to your strengths"
15	03/02	FINAL EXAM	

BIOGRAPHICAL NOTE

(beware, shameless self-promotion below)

Dr. David A. Harrison is the Charles & Elizabeth Prothro Regents Chair of Business Administration at the University of Texas, Austin (UT). Before coming to UT, he was the Smeal Chair of Management at Penn State University (PSU), where he was also a PSU Distinguished Professor. Prior to that, he worked at the University of Texas, Arlington (UTA). He earned a doctorate in social, organizational, and individual differences psychology, along with masters' degrees in psychology and in applied statistics, from the University of Illinois at Urbana-Champaign. His bachelor's degree in psychology, with a cognate mathematics minor, is from Bowling Green State University.

During his academic career, Dr. Harrison has won a number of awards for his teaching, including induction into the Academy of Distinguished Teachers at UTA. Courses include organizational behavior, human resources management, general management, and research methods. He has regularly taught at undergraduate, MBA, and doctoral levels.

In terms of scholarship, Dr. Harrison has published over 100 articles, book chapters, editorial reviews, papers, and monographs, with nearly 2500 ISI citations, addressing a) diversity in organizations, b) work role adjustment, c) time, and d) executive judgment and decision making. Most of those contributions came from field research as an external consultant, for firms such as American Airlines, Anheuser-Busch, Bell Helicopter Textron, Brinks Home Security, Chevron, Children's World Learning Centers, Coca-Cola, Dell, Deloitte & Touche, Ernst & Young, Exxon-Mobil, Federal Express, Ford Motor Company, General Electric, Kraft, Levi-Strauss, Northrup-Grumman, PepsiCo, Rockwell International, and State Farm Insurance. In addition to having been a National Science Foundation Fellow, his scholarly efforts have been honored with Walter de Gruyter and Sage Best Paper awards in 1991, 1992, 1995, and 2002 from the Research Methods Division of the Academy of Management, the inaugural Carolyn Dexter International Best Paper award (in 1995) from the Academy of Management, and the inaugural Saroj Parasuraman Award (in 2008) for Outstanding Publication in Gender and Diversity in Organizations (GDO) from the Academy of Management. Further honors include the 2007 Scholarly Achievement Award from the Human Resources Division of the Academy, the 2008 and 2009 Owens Scholarly Achievement Awards from the Society of Industrial-Organizational Psychology (SIOP), and the 2011 Sage Career Scholarly Contributions Award from the GDO Division of the Academy.

Dr. Harrison has held a number of service positions. He has been Editor-in-Chief and Associate Editor of *Organizational Behavior and Human Decision Processes*. Other editorial board memberships have included *Academy of Management Journal*, *Academy of Management Review*, *Personnel Psychology*, *Journal of Applied Psychology*, *Journal of Management*, and *Organizational Research Methods*. Dr. Harrison has been an active member of SIOP, where he was elected a Fellow. He is also a Fellow of the American Psychological Association and the Association for Psychological Science. In addition, he has supported the Academy of Management in various roles, in the Research Methods Division as an award-winning Professional Development Chair (1996-97), Program Chair (1997-98), and Division Chair (1999-2000). From 2008-2011 he served on the Academy Board of Governors.

MCCOMBS HONOR CODE

Purpose

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

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

Faculty Involvement in the Honor System

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

Expectations Under the Honor System

Standards

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

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any

information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

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

Cheating

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

Actions Required for Responding to Suspected and Known Violations

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

The Honor Pledge

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

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

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

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

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

The Standard of Academic Integrity

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

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

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

What is Scholastic Dishonesty?

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

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

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

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

Unauthorized Collaboration

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

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

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

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

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

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

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

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

Unauthorized collaboration can also occur in conjunction with group projects.

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

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

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

Plagiarism

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

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

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

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

Plagiarism can be committed intentionally *or* unintentionally.

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

a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

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

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

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.