# Management 336: Organizational Behavior The University of Texas at Austin - Spring 2012

THE UNIVERSITY OF TEXAS AT AUSTIN



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**Class Meeting:** #04265 UTC 1.118

T/Th 9:30 – 11:00 am

TA: Nancy Stano

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**TA Office Hours:** To be determined

## **Learning Outcomes**

Our goal is to achieve knowledge and skills for your successful performance in a complex business environment requiring intellectual abilities to organize work, make and communicate sound decisions, and react successfully to unanticipated events. This involves your continued development in such learning areas as communications abilities, problem-solving abilities, ethical reasoning skills, and a general understanding of the process that managers utilize to create and manage successful organizations. An important part of your learning is to study the body of knowledge that has been created in Organizational Behavior and to learn not only from the mistakes of others but from your own mistakes. Our operating environment will be global in scope as I want you to be prepared to interact with persons from other cultures and to manage in circumstances where business practices and social conventions are different than the United States.

Our main learning objectives will include:

- ¥ Individual ethical behavior and community responsibilities in organizations and society.
- ¥ Management responsiveness to ethnic, cultural, and diversity issues.
- ¥ Group and individual dynamics in organizations.
- ¥ Human resource management and development.
- ¥ Management and decision-making in an integrative organizational environment.
- ¥ Individual and group decision making processes
- ¥ The development of skills, knowledge, and tools as they influence the roles and techniques of management
- ¥ Domestic and global perspectives on managing people to achieve organizational goals and objectives
- ¥ The development of negotiation skills to learn how to influence stakeholders
- ¥ And finally, to develop techniques that allow you to understand situations that require constructive confrontation skills with the goal of resolving organizational conflicts

#### Introduction:

By the time you graduate, you can expect to experience continued restructuring, downsizing, reengineering, entrepreneurial growth, intense competition, technological change and an expanding web of international linkages among firms. Hence, an important focus of this course is the application of principles and concepts relevant to managing and leading people in dynamic organizations. In addition, you will gain an understanding of the impact of behaviors and attitudes on others within organizational settings. This will allow you to both recognize group/organizational dynamics and understand how you are contributing to that dynamic. We will undertake several exercises to grow your "people skills" to help you recognize the effect that your behavior has upon others. The readings and especially the cases are critical to your learning. We will also learn concepts to help develop skills to deal with ethical decision making.

## Course Design:

The topic of "Organizational Behavior" encompasses team performance, leadership, ethics, role structure, conflict, motivation and a host of other issues that drive the effectiveness and ultimately the performance of organizations. The course will present these issues through text readings, articles, case studies, lectures and group/team experiences.

Students are expected to be prepared for each lecture by completing the relevant assignment before class. Please see the attached course schedule for assignments and important dates.

# Required Resources:

- 1. Subarctic Survival Situation Participants Booklet SM 15101. This is published by Human Synergistics International. Available at the Coop
- 2. AES Corporation: Rewriting the Rules of Management (Case Study). Available on Blackboard.
- 3. "Influencer: The Power to Change Anything" Kerry Patterson, Joseph Grenny, ISBN 007148499X. Available at the Coop
- 4. "The Monk and the Riddle: The Art of Creating a Life While Making a Living" by Randy Komisar. ISBN: 1578516447. Available at the Coop
- **5.** Course pack from McCombs Copy Center (GSB 3.136)

#### Free Required Resource:

Yes, you read it correctly, the textbook is free!

Organizational Behavior, Bauer. ISBN 0-9820430-6-6. http://tinyurl.com/895r6ur

This book is available in 6 formats ranging from free (online reading only) to \$90 (four-color book). You can also purchase a black and white bound copy for \$35 or a PDF of the book for \$25. Try reading it online for free or if you are uncomfortable, purchase the black and white copy. Do not spend money on the additional supplements. You will not need them.

#### **Expectations:** I expect that we will all:

- 1. Come to every class, on time and prepared.
- 2. Maintain a relaxed but professional environment in class.
- 3. Give each other our best effort at all times.
- 4. Place your name tag in front of you at all times.
- 5. I encourage you to visit me during office hours so we can get to know each other. Perhaps you want to talk about career options, future goals & aspirations, or have questions about projects or grades.
- 6. Blackboard is <u>required</u> for this course. Look at Blackboard announcements weekly for updates, important class notices, and grades. It is your responsibility to check Blackboard regularly.
- 7. Students must respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance or disrespect for the views of others is unacceptable.

- 8. Due to abuse by those who came before you, I regret to announce there is a NO LAPTOP policy in my classroom. Also, please turn off your cell phone ring tone.
- 9. If you have concerns, suggestions, or feedback about any aspect of this class, please voice them to me. You can always talk with me during office hours or by scheduled appointment.
- 10. I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam. I reserve the right to scan all submitted documents for plagiarism using such tools as Google, TurnItIn, SafeAssign and other tools. 11. If you are late to class please come in quietly and take a seat. If you must leave class early, please tell me before class starts. I would appreciate it greatly.

**Exams will not be given early for any reason.** An exam or quiz absence is considered excused if 1) you are out of town on a university sponsored event, 2) you or a member of your family is sick or hospitalized, or 3) you are attending a funeral or 4) you are observing a religious holy day. I must approve all absences in advance and I must receive your written documentation within one week of the absence.

<u>Unexcused absences will result in a score of zero on a quiz or exam. Make-up exams will not be given except in emergencies and only within five days of the scheduled examination.</u> If you miss an exam for an illness or other emergency reason, you should notify me as soon as possible and present written documentation. I have final authority to determine if your absence is excused.

#### **CLASS PARTICIPATION**

Class participation is important and critical in this class. Active class participation will be one measure of your ability to make and communicate sound decisions. Unexcused absences will negatively affect your grade. Your on-going preparation for, participation in, and contribution to the various discussions and activities of the class will be assessed. In addition, attendance, quantity, and quality of contribution count. In short, my expectation is simple--You are expected to "come to every class prepared." More specifically, what does it mean to "come to class prepared?" Coming to class prepared means that:

- 1. you will have read the material and have completed all of the assigned cases, exercises and readings;
- 2. you will be able to articulate the central thesis and the arguments that supported it (them);
- 3. you will have already mentally critiqued each reading:
- 4. be able to see how readings relate to and combine with each other.
- 5. you will be able to provide your answers (and support for those answers) to the questions discussed in class.
- 6. you will place your name tag in front of you for each class

In short, I expect that you will come to class prepared and ready to actively participate. Regarding in-class discussions, some of the characteristics of effective class participation are as follows:

- 1. Do your comments show evidence of a thorough reading and analysis of the materials?
- 2. Are your points relevant to the discussion in terms of increasing everyone's understanding, or are they merely a regurgitation of the readings?
- 3. Do your comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? (The best class contributions following the lead-off tend to be those which reflect not only excellent preparation, but also good listening, and interpretative and integrative skills as well.)
- 4. Do you show a willingness to test new ideas or are all comments cautious and "safe"?

5. Do you interact with class members by asking questions or challenging conclusions?

Clearly, you must participate if you are going to share your ideas with others; but excellent participation does not mean simply contributing in every class. The best contributors in past classes have been those whose contributions were both insightful and persuasive. The issue is one of quality, not simply quantity. If I call on you and you do not want to answer, you are allowed to simply "pass" on the opportunity to respond. Passing once or twice is acceptable however passing regularly is not advised.

Grades for participation will be based (loosely) according to the following criteria:

## **Excellent Participation (A-Level)**

- Contribute actively in all class discussions, exercises and activities.
- Share insights of relevant information from reading and from personal experience
- Make succinct comments to move discussion forward rather than repeat what others have said
- Clarify points that others may not understand
- Demonstrate excellent ability to apply, analyze, and synthesize course material
- Demonstrate willingness to take risks by answering challenging questions or offering important insights from personal experience
- Never miss class (except for an unavoidable emergency)

## Good Participation (B-level):

- Participate enthusiastically in all class exercises and activities.
- Participate regularly and voluntarily in class discussions
- Contribute relevant and important points to topics of discussion
- Analyze, apply, and synthesize course material
- Almost never miss class

#### Fair Participation (C-level):

- Participate in class discussion only when called upon
- Contribute relevant and important points to topics of discussion
- Attend class regularly, but miss more classes than others in the course

## Poor Participation: any of the following (D-level):

- Reluctantly participate in discussion, exercises and activities
- Make comments that are irrelevant, inaccurate or not helpful
- Miss class often

#### Unacceptable Participation: any of the following will result in failing participation grade

- Fail to contribute in class, even when called upon
- Fail to participate in class exercises and activities
- Make comments that are inappropriate or offensive to others
- Behave in a manner that is distracting or disruptive to the class
- Miss class regularly

I realize that each person has a unique personality and that not everyone is comfortable actively participating in class. My role is to provide you an incentive to go beyond your comfort zone. I will know the individuals who push themselves beyond their personal standards. I will observe each of you over the course of the semester and make a judgment. In addition, I will provide you an opportunity to give me your perspective regarding your class participation. If you are not confident that your participation has been as strong as you like, it is suggested that you stop by during office hours so that we can discuss your participation and how it can be improved.

# **Grading:**Grading will be determined by the following factors:

Assignment	<b>Points</b>
Exam 1	150
Exam 2	150
Project Paper	150
The Monk and the Riddle	50
Paper	
Cross-Cultural Interview	25
Top Five Take-Aways	25
Group Case Presentation	50
Influencer Paper	50
Influencer Presentation	50
Project Oral Presentation	50
Project Interim Report	25
Class Participation	100
Case Papers (10)	100
Self-Assessment	25
Total	1000

## Grades

Letter		
Grade	Low Range	High Range
A	930	1000
A-	900	929
B+	867	899
В	834	866
B-	800	833
C+	767	799
C	734	766
C-	700	733
D+	667	699
D	634	666
D-	600	633
F	0	599

#### Work Turned in Late:

Numerous problems are lurking out there to help you miss assignment deadlines. Computer failures, family crises, work obligations, and misreading the syllabus will all send you scrambling to complete papers on time. Plan ahead and be ready to work around problems. Papers are due at the **beginning** of the class period, unless noted otherwise. Late papers will be docked a letter grade for every weekday they are overdue. Case write-ups are not accepted late. If you know ahead of time that you will have a problem completing an assignment on time, please contact me. Missed deadlines can only be excused upon presentation of either an obituary about a deceased relative or a legal or medical document.

#### Communication:

I encourage every student to contact me whenever there is a question or concern. Sooner is better than later and dealing with a potential problem in advance is far better than making an excuse after the fact. I expect that emergencies will arise for some members of the class. If an emergency arises that impacts your class performance or contribution, please contact me.

#### Absences:

To perform as well as possible, you are advised to attend every class. If that is not possible, you may get lecture notes from class members. If, after doing that, you still have questions about the information presented on a given day, please contact me.

## University Standards and Expectations:

The University of Texas at Austin has standards that apply to all classes. Below are excerpted pertinent standards.

#### **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 Policy Statement on Scholastic Dishonesty for the McCombs School of Business:

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

#### **Prerequisites:**

Students should be advised of specific prerequisites for a course and encouraged to drop the class if they have not been met. These prerequisites will be enforced and students will be dropped from the course. Instructors may not make exceptions to prerequisites.

#### Class Web Sites and Student Privacy:

As part of the e-University Initiative, the University is creating Web sites for all classes using software called Blackboard. In addition to these sites, many faculty have created their own sites using other tools like WebCT. A very common and useful feature in these class Web sites is a class e-mail roster which is available to both the instructor and the students in a class. While this electronic class roster can facilitate collaboration it also raises some privacy concerns. For example, under the Family Educational Rights and Privacy Act (FERPA) individual enrollment information cannot be released, even to other students in the same class, without consent of the student.

A recent opinion from the US Department of Education states that the University must inform students in advance if their name will be appearing on an electronic class roster. Because these electronic rosters exist in many class Web sites, we must inform students of this fact. The paragraph below, which addresses this issue, appeared in the Fall 2001 Course Schedule. In addition, this paragraph should be an included statement in both online and print syllabi for faculty members using an electronic class roster with their class Web sites.

Beginning Fall 2001, web-based, 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: <a href="http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html">http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html</a>.

## Students with Disabilities:

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

## **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

<u>Code</u>. 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 <u>Chapter 11</u> of the *Institutional Rules on Student Services and Activities*.

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

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

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

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

A detailed version of this syllabus will be available to students registered for MAN 336