McCOMBS SCHOOL OF BUSINESS

MANAGEMENT 336

SPRING 2012

Professor Mary B. Dunn, Ph.D.

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Office Hours Mondays 9:30-10:30am, and by appointment (email to schedule)

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* email* is the most reliable way to reach me

Course Web Page via Blackboard

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Course Objectives

This upper division course in Organizational Behavior is designed to enhance your understanding of human behavior in organizations and increase your effectiveness as a professional and leader. We will move quickly and survey essential theories and frameworks for analyzing, understanding, managing, and leading people in organizations.

Understanding leadership and organizational behavior may never have been more important than it is now. Over the past several years, dramatic changes have taken place in organizations. Organizations have become flatter, more diverse, more global, more flexible, and more temporary. But even more critical, many organizations are confronted with a new, uncertain environment with heightened attention to corporate scandals, increased scrutiny by stakeholders, and increased uncertainty in the global economic system. The need for leadership, and particularly ethically-grounded, principled leadership, is great. To succeed in this environment, aspiring leaders need to be able to learn, adapt and work with and through other people to accomplish their objectives. Aspiring professionals also need to develop skills to lead others to accomplish their organization's objectives in an ethical manner.

We emphasize the key themes of ethics and leadership across the topics that we study. This course carries the *Ethics and Leadership Flag* and is designed to equip you with the knowledge and skills that are necessary for making ethical decisions in your adult and professional life, and for developing as effective, principled leaders. You should therefore expect a substantial portion of our class to involve ethical issues and the process of applying ethical reasoning to real-life situations.

My specific goals are to help you:

- 1. Improve your ability to work with and through other people
- 2. Improve your ability to work effectively with people who have different values, backgrounds or areas of expertise
- 3. Improve your ability to lead others to succeed
- 4. Develop critical analytical skills that will help you diagnose problems in organizations, assess strengths and weaknesses, and generate effective and ethical solutions to problems

Teaching Philosophy

Theory informs practice. I believe that students learn best when they actively engage with course material, and relate these concepts/theories to their own experience and the experiences of others. My goal is to create a high-quality learning environment where students actively participate and have opportunities to learn from others. While I provide the structure and guide the content for this course, ultimately, students are responsible for learning through their thorough preparation and active participation in class, integration of course concepts to cases and personal experiences, and reflection on experiences outside of class. I combine formal lectures, group discussions, case studies and in-class exercises to provide multiple opportunities for learning. I also provide multiple opportunities for you to demonstrate your learning.

Required Materials

- 1. Robbins, S.P., Judge, T.A. 2010. *Essentials of organizational behavior*. 10th Edition. Upper Saddle River, NJ: Prentice Hall. ["R & J"]
- 2. Packet of cases available for purchase at JENNS- on 21st Street and Guadalupe ["Packet"].
- 3. Articles and assignments on Blackboard and/or handed out in class

Course Requirements and Grading

Your grade in the course will be determined as follows:

Class Participation and Attendance	Percentage 10%
5 In Class Reaction Memos (0.5% each)	2.5%
5 Blackboard Quizzes (0.5% each)	2.5%
2 Exams (20% each)	40%
Leadership Reflection Paper	15%
Group Project and Presentation Paper- 16% Presentation- 8% Team Participation Score* - 5% Contract, Proposal, Progress Report, Quality of team assessment 1% (*I assign based on team members' evaluations)	30%

100%

Your grade for the course will be calculated using the weightings for each assignment above and the scale below. Please note, I do not round up.

A = 93.0% - 100%	C = 73.0% - 76.9%
A- = 90.0% - 92.9%	C- = 70.0% - 72.9%
B+ = 87.0% - 89.9%	D+ = 67.0% - 69.9%
B = 83.0% - 86.9%	D = 63.0% - 66.9%
B- = 80.0% - 82.9%	D- = 60.0% - 62.9%
C+ = 77.0% - 79.9%	F = 59.9% and below

Note about Final Grades

Like all of your other business school courses, this is a rigorous class. You should expect to work hard. In order to attain an "A" grade, you must demonstrate insight and creativity that goes over and above the stated requirements. "A" grades are reserved for truly exceptional contributions.

Re-grade Requests

If you believe that your graded work received too little credit, you may submit it for a re-grade under the following restrictions:

- 1. All re-grade requests must be submitted with a clear, respectful, and persuasive statement that explains why you believe the original grade was incorrect.
- 2. All re-grade requests must be submitted within 1 calendar week of when the graded work is returned.
- 3. Re-grades may result in your grade going up or down. I will re-grade the entire work, and if I was overly generous I will deduct points. Thus, your grade can go up or down on a re-grade.

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 BBA 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 Texas BBA classroom experience is enhanced when:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students are fully prepared for each class. Much of the learning in the Texas BBA 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 the class as a whole.
- **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. Please keep the laptops closed.
- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting or class. Not only is it disruptive in this setting, but it also 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 or other emergency) please inform me prior to class.

Academic honesty is expected at all times. All aspects of UT's policy apply:

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

This course follows UT's guidelines for accommodating 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.

Students' requests for privacy will be respected in this course as per UT's policy:

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.

TENTATIVE* SCHEDULE

(please note this schedule is subject to change at any time!)

	Topic	Assignment Due		
Wednesday, 1/18	Introduction to Course	Read: R&J Chapter 1		
,	Theories of Managing People			
Monday, 1/23	Values and Attitude	Read: R&J Chapter 2 pp.22-31		
		Read: R&J Chapter 4		
Individual Differences in Organizations				
Wednesday, 1/25	Ethical Behavior in Organizations	Due: Complete Introduction email before 5pm (see description).		
		Read & Prepare MBA Admissions mini case, Part A (packet)		
Monday, 1/30	Ethical Behavior in Organizations	Read: Neubaum et al article, Business Education and Its Relationship to Student Personal Moral Philosophies (packet)		
Wednesday, 2/1	Personality Differences	DUE: QUIZ 1 (Blackboard) Read: Chapter 2 pp.14-21. Read: Moore's article, Volunteering - A Great Way To Learn Real Executive Leadership		
Monday, 2/6	Decision Making	Read: R&J Chapter 3 View and complete implicit association test on line: https://implicit.harvard.edu/implicit		
Wednesday, 2/8	Perception & Attribution	Prepare: Groopman article, How Doctors Think (packet)		
Monday, 2/13	Motivation Theories	Read: R&J Chapter 5 & 6 Due: Team roster by 5pm		
Wednesday, 2/15	Reward Systems	DUE: QUIZ 2 (Blackboard) Prepare: Microsoft mini-case (packet) Prepare: Kerr article, On the Folly of Rewarding A while hoping for B (packet).		
Monday, 2/20	Emotions and Emotional Intelligence	Read: R&J Chapter 7		
	Interpersonal Skills and Networks in	Prepare Emotional Intelligence		

	Organizations	inventory (Blackboard) Prepare Rob Parson Case (packet)
Wednesday, 2/22	Teams & Groups	DUE: QUIZ 3 (Blackboard) Read R&J Chapters 8 & 9 Prepare Eisenhardt et al. article: How management teams can have a good fight (packet)
Monday, 2/27	Exam 1	
Wednesday, 2/29	Leadership Activity	Read R & J Chapter 11 Due: Team contract and proposal by 5pm
Monday, 3/5	Leadership Theories and Research	Prepare Goleman's article, Leadership that gets results (packet)
Wednesday, 3/7	Spring Break	
Monday, 3/12	Spring Break	
Wednesday, 3/14	Power, Politics, & Impression Management	Read R&J Chapter 12
Monday, 3/19	Conflict Management & Negotiation	DUE: QUIZ 4 (Blackboard) Read R & J Chapter 13 *Pick up role for negotiation exercise*
Wednesday, 3/21	Negotiation Exercise	Prepare for negotiation
	The Organization System	n
Monday, 3/26	Organizational Structure & Design	Read R&J Chapter 14 Prepare: What type of organizational structure do I prefer? (Blackboard)
Wednesday, 3/28	Organizational Controls (Structure and Culture)	Prepare Disneyland Case (Packet) Due: Team progress report by 5pm
Monday, 4/2	Organizational Culture	Read R&J Chapter 15
Wednesday, 4/4	Organizational Culture, Ethics, and Change	Read Gladwell article, <i>The Talent Myth</i> (Blackboard)

Monday, 4/9	Organizational Change	DUE: QUIZ 5 (Blackboard) Read R&J Chapter 16 Read Garvin & Roberto, Change through Persuasion
Wednesday, 4/11	Exam 2	
Monday, 4/16	Team Presentations	
Wednesday, 4/18	Team Presentations	
Monday, 4/23	Team Presentations	
Wednesday, 4/25	Team Presentations	
Monday, 4/30	Team Presentations	Final team papers are due by 5pm
Wednesday, 5/2	Review and Reflect on Learning	Team Evaluations at the start of class Prepare to share one or two of your key learning points with the class.
	8am class: Wednesday, May 9, 2012 11am class: Friday, May 11, 2012	Leadership Paper Reflection Paper is due by the start time of the final exam.

Guide to Effective Class Participation

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
- Engage in active listening
- 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 (e.g. talking with friends, sleeping, texting, studying for other classes, etc.)
- Not showing respect to your classmates or to the class
- Miss class regularly

^{*} As undergraduate students at McCombs, I expect you all to participate at the A and B levels. Please use this sheet as a guide. Keep in mind that active listening is a key part of participation. If you think your participation is not up to A or B standards, it is your responsibility to come to me to discuss ways to enhance your participation. I keep track of participation each day of the semester. Your peers also keep track and know who makes valuable contributions. At the end of the semester, each student will rate each classmate on the quality of his/her participation. To compute final participation scores, I may use your peers' feedback about your performance when assigning your final participation grade (no more than 25%).