



MAN 385: POWER AND POLITICS

FALL, 2012

TUES/THURS 11:00 – 12:15

Professor	Ethan Burris
Office	CBA 4.210
Office Hours	Tues/Thurs 12:30 – 2:30; By appointment
Phone	512-471-4803
E-Mail	ethan.burris@mcombs.utexas.edu
Course Web Page	via Blackboard

COURSE OBJECTIVES

Nothing is more frustrating than having a great idea and not having the political capital to get it recognized and implemented. This course aims to provide you with the political intelligence to succeed in an organization and to learn more about the art and science of influence in organizations. Many people are ambivalent, if not disdainful, of those who seek to wield power and influence at work. But organizations are fundamentally political entities, and power and influence are key mechanisms by which *things get done*.

This course aims to 1) improve your ability to diagnose the sources of power in organizations, 2) understand how to build and expand your own personal power, 3) show you how to be fluent in multiple techniques for influencing others, and 4) understand the role of power in leading others. Using cases, business press and theoretical articles, exercises and assessments, we will look at a range of management situations and extract lessons about the use of power and influence.

LEADERSHIP AND THIS COURSE

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.

In this course, you will enhance your knowledge and understanding of the principles of power and influence. Further, you will also enact the practice of each, to hone your skills and develop confidence in the execution of influence tactics. Through class discussion, cases, exercises, and personal development experiences, you will enhance your communication and collaboration skills to become more influential. You will learn how the display of power is inherently intertwined with integrity. Finally, many of the cases and examples involve international companies, affording you a global perspective on leading with power.

MATERIALS

Required: A course packet of articles and cases to be used in class is available from the University Co-op. The cost of the course packet includes fees for several readings and exercises (including those that will be handed out in class). A proof of purchase from the packet must be turned in to me by the start of class on September 11th, 2012.

COURSE REQUIREMENTS AND GRADING

Your grade in the course will be determined as follows:

Mid-Course Surveys	5%
In-Class Contribution	20%
Team Interviews	30%
Influence in Practice Challenge	5%
Individual Paper	40%

Plus/Minus grading applies to this course. Letter grades will be assigned in accordance with the grade distribution guidelines set for McCombs School of Business MBA courses by the MBA Programs Committee.

The requirements for each graded component are outlined in greater detail below.

DESCRIPTION OF REQUIREMENTS

MID-COURSE SURVEYS (5%). To facilitate and personalize many of our discussions, I'm asking you to complete several surveys throughout the semester (available on our BlackBoard course website). These surveys contain a few open-ended questions and a number of short "strongly agree/disagree" type questions.

I'm having you do these surveys for three reasons. First, in every class I've taught, I've found that students really enjoy and benefit from the chance to personalize the material. For example, it's more interesting when talking about "emotional intelligence" or "charisma" in others or in general to also see how you score on these concepts. Second, while we will not be spending time using any of these metrics to build personal development plans or goals, I think these various metrics will get your thinking started about your strengths and weaknesses, your goals, etc. Third, having you do these various assessments is a way to introduce you to the types of instruments that might be of use to you in your own organizations.

CLASS CONTRIBUTION (20%). In a discussion-based class it is your responsibility to be thoroughly prepared to discuss each case. A critical component of the course is spirited, informed discussion. Many people are intimidated by the "obligation" of speaking up in class. Don't be. Your anxiety will be reduced only through practice. Here's the secret to cutting your stress level: BE PREPARED. If you have familiarized yourself with the case and readings, you will succeed if you speak up. Please keep in mind that the only measurable output of your preparation is your class contribution – but airtime is a scarce resource, so please use it wisely. Comments based solely on "gut reaction" generally do not add much value. Participation that does not add any value is treated the same as not participating, unless it becomes a pattern. Frequent non-quality participation is not rewarded and in some cases may be penalized.

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

Since this is a discussion-based course, I consider attendance in every class to be very important. If you do miss a class, it is your responsibility to find out from your classmates what material was covered and what handouts you may have missed. Some of the behaviors that contribute to effective class contribution are captured in the questions that follow:

- a) Attendance. Name cards must be consistently displayed during class, as this is how I track attendance and participation. Multiple absences will result in a reduction of your grade.
- b) Are the points that are made relevant to the discussion? Are they linked to the comments of others?
- c) Do the comments add to our understanding of the situation?
- d) Do the comments show evidence of analysis of the case?
- e) Do you distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
- f) Is there a willingness to share?
- g) Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
- h) Are you willing to interact with other class members during discussion?
- i) Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
- j) Do you ask questions rather than limit participation to responding to others' questions?
- k) Professionalism. You will be expected to treat this class like you would any other business situation. Please see the administrative policies section for more details on the definition of professionalism.

Students who find it difficult to speak in class should see me – we can schedule participation in discussions in advance so that you will know what points will be raised and can prepare your comments in advance. The template used for grading participation is: absence = 0; missing part of a session plus minor contribution = 1; attending whole session = 2; attending whole session plus minimal contribution = 3; attending whole session plus medium contribution = 4; attending whole session plus major contribution = 5. Disruptive actions such as comments that distract or disrupt the class rather than contribute to the conversation, or web surfing or e-mailing during class, take away from the class discussion and will negatively affect your class participation grade. To allow for extenuating circumstances, the lowest single session grade for class participation will be dropped from the computation of the class participation grade.

Team Interview (30%). The purpose of the Team Interview is to allow you to see how people currently working in industries and firms that you are interested in have built power, leveraged their networks, used influence, and achieved success (or recovered from failures). From there you will analyze their strategies and tactics using course concepts, make comparisons to case examples and exercises, and draw lessons learned for your own careers.

You will work with a small team of 3-5 class members that you will select yourself. The heart of the project will be a set of informational interviews (at least 3) conducted by you and your teammates. Your interviews should be with professionals who are either currently in careers that you are interested in pursuing. **See the last pages of the syllabus for tips on interviewing and write-up guidelines.**

The Team Interview is Due Thursday, 10/11 at 6pm. Late papers will not be accepted without prior approval. This paper may be no more than 8 double-spaced pages, 12-point Times New Roman font, with 1-inch margins. **Please upload one copy of your paper to Blackboard by the due date.**

The overall objectives of this project are to answer the following questions:

- a) What are the principles underlying the success (or failure) these people have in building, leveraging or maintaining power?
- b) What course concepts can be applied to understand these principles?
- c) What recommendations, based on these course concepts, can you offer to help improve the effectiveness of their influence strategies?

All your written work will be evaluated using the following criteria:

Application of Course Concepts. To what extent have you accurately applied course concepts, theories and ideas from the readings and discussions?

Quality of Analysis & Level of Insight. To what extent have you integrated theory, concepts and data (examples, evidence) to create a coherent and logical argument? To what extent have you gone beyond the obvious explanation, or “first take” at the problem to analyze it at a deeper level?

Organization. To what extent is your work clearly written and professionally presented?

General Words about Teamwork

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

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

I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don’t; they only get worse. Try to solve the problem among yourselves. If you can’t, bring it to me. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person’s grade as low as to 0 if I believe it is warranted.

INFLUENCE IN PRACTICE CHALLENGE (5%). Influence is a verb. This course is intended to develop your influence skills through a hands-on project that takes you out of your usual roles, but enables you to bring your experience and your learning from the program to bear on a real challenge. During the week of October 25- November 4, you will participate in an “Influence Challenge.” More details will come when the

challenge is introduced on October 25th. There will be no additional reading or assignments for our class that week. However, you should treat this assignment like you would a case competition. Please clear significant portions of your schedule for that week (e.g., please do not schedule on site interviews that require several days of travel during this time).

INDIVIDUAL PAPER (40%). As part of this class you should be thinking about your own goals with respect to building power and mastering influence tactics. The purpose of the exercise is to begin the process of analyzing your influence style, enhancing your personal development as an influential leader, and discover when you are at your best at influencing and leading others. This goal of this exercise is to:

- Generate awareness of how others see you when you are at your best
- Enhance understanding about what kinds of work situations bring out the best in you
- Understand and leverage the principles of long-term satisfaction to become more influential
- Create personal and career development plans and actions, based upon the reflections above

Though this course is not focused solely on your own leadership development, this exercise will enable you to begin that process by familiarizing yourself with what you believe are your strengths and weakness as an influential leader, how others see your strengths and weaknesses, and therefore what are the best situations for you to successfully lead and influence others.

A 10-page paper will be due several days after the last class. Tentatively, I will set the due date to be Friday, December 14th at 6 pm. But, depending on when grades are due, I may move the date to give you more time. I will provide many more details at the mid-point of the semester on the assignment.

Schedule

Class/Topic	Thursday, Aug 30th
Intro and Syllabus	1. Introduce syllabus and expectations for the course

Class/Topic	Tuesday, Sept 4th
Framework for Analyzing Power	<ol style="list-style-type: none"> 1. Read Thomas Green 2. Read "Power and Influence: Achieving Your Objectives in Organizations" by McGinn & Lingo 3. Take "Political Tendencies" Questionnaire on Blackboard

Class/Topic	Thursday, Sept 6th
Understanding the Bases of Power	<ol style="list-style-type: none"> 1. Read "The Boss of the Little Congress" 2. Read "On His Way" 3. Formation of Teams for Interview Project (in class)

Class/Topic	Tuesday, Sept 11th
Utilizing Resources to Your Advantage	<ol style="list-style-type: none"> 1. In-class exercise – Social Services 2. No additional readings due

Class/Topic	Thursday, Sept 13th
Principles of Influence (Tactics)	<ol style="list-style-type: none"> 1. Read Harnessing the Science of Persuasion 2. Take the "Influence Styles" Questionnaire on Blackboard

Class/Topic	Tuesday, Sept 18th
Non-verbal Displays of Power	<ol style="list-style-type: none"> 1. Guest Lecture – Professor Franchelle Dorn, Department of Theatre and Dance 2. No Readings

Class/Topic	Thursday, Sept 20th
Sustaining High Power Positions	<ol style="list-style-type: none"> 1. In-class exercise – Star Power 2. Read "Power Play" by Pfeffer

Class/Topic	Tuesday, Sept 25th
Effects of Dominance	1. No readings

Class/Topic	Thursday, Sept 27th
Standing Up to Power	1. Read Solitude and Leadership 2. Read Martha McCaskey

Class/Topic	Tuesday, Oct 2nd
Power and Implicit Associations	1. Read "Katherine Graham" 2. Read "Power of Talk: Who Gets Heard and Why" by Tannen 3. Bring a laptop

Class/Topic	Thursday, Oct 4th
Decision-making in Political Environments	1. Read "Chattanooga Ice Cream Division"

Class/Topic	Tuesday, Oct 9th
Decision-making in Political Environments II	1. Read "The BCPC Internet Strategy Team"

Class/Topic	Thursday, Oct 11th
Emotional Intelligence	1. Take the MSCEIT Questionnaire (link available of Blackboard) Due: Team Interview

Class/Topic	Tuesday, Oct 16th
Diagnosing Networks	1. Read "Claude Grunitzky"

Class/Topic	Thursday, Oct 18th
Leveraging Networks	1. Read Jerry Sanders 2. Fill out network assessment

Class/Topic	Tuesday, Oct 23rd
Leveraging Multiple Sources of Power	1. In-class exercise

Class/Topic	Thursday, Oct 25th
Selling Ideas	1. Guest Lecture – Mary Ann Maltz, Senior Director of Development, McCombs School of Business 2. Launch of the Influence in Practice Challenge

Class/Topic	Tuesday, Nov 1st
Influence in Practice Challenge	1. No class

Class/Topic	Thursday, Nov 3rd
Influence in Practice Challenge	1. No class

Class/Topic	Tuesday, Nov 6th
Influence in Practice Challenge	1. Team Presentations and Celebration

Class/Topic	Thursday, Nov 8th
Leadership Principles and Power	1. Read Merck Sharp & Dohme Argentina, Inc.

Class/Topic	Tuesday, Nov 13th
Direct and Indirect Influences of Leadership	1. Read Voice Improvement Team

Class/Topic	Thursday, Nov 15th
Crafting a Compelling Vision	<ol style="list-style-type: none"> 1. In class exercise – Manufacturing Cranes 2. Read

Class/Topic	Tuesday, Nov 20th and 22nd
Thanksgiving	<ol style="list-style-type: none"> 1. No class

Class/Topic	Tuesday, Nov 27th
Authenticity and Influence	<ol style="list-style-type: none"> 1. In class case – Domestic Garment Company

Class/Topic	Thursday, Nov 29th
Capstone Case	<ol style="list-style-type: none"> 1. Read Bechton Dickinson: Opportunities and Challenges on the Road to the “Envisioned Future”

Class/Topic	Tuesday, Dec 4th
Power Through Leveraging Your Strengths	<ol style="list-style-type: none"> 1. In-class exercise – Reflected Best Self

Class/Topic	Thursday, Dec 6th
Leveraging Your Vision Through Enabling Others	<ol style="list-style-type: none"> 1. In-class exercise – Building Blocks of a Legacy

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.

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 below. 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.

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.

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 them carefully and feel free to ask me any questions you might have. They contain 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.

Team Interview Guidelines

The purpose of the Team Interview is to allow you to understand how people with experience in industries and firms in which you have an interest have built power, leveraged their networks, used influence, and ultimately achieved success. Your goal is to analyze their strategies and tactics using *course concepts, and to make comparisons to case examples and exercises, and ultimately draw lessons learned for your own careers.*

Your group must be 3-5 people who will work together to interview a set of at least 3 people. More interviews are fine, but you should probably limit your interviews to no more than 6. You should plan to start arranging interviews early as your subjects will likely be busy.

Protocol:

- Remember that you are representing not only yourself, but the McCombs School and the University of Texas at Austin. Conduct yourselves professionally.
- When you contact each prospective interviewee be sure to tell them the purpose of the interview (that it is for a class project), give them some sense of the sorts of questions you will ask, who will be present at the meeting, whether the meeting will take place in person or over the phone, and the amount of time you are requesting. You can also assure your interviewee of complete confidentiality at this point (you do not have to reveal their identities or where they work to me – and if you promise that you must keep any and all confidentiality agreements).
- Once you have agreed on the parameters of the interview please be sure to start each interview on time, and you should absolutely end on time.
- Begin your interview by introducing all team members who are present. Again assure your interviewee that their name will be kept confidential (again, you may use aliases in your final paper for both interviewees and company names). Re-iterate why you are doing the interview and what it will be used for.
- Do not just “wing it.” These should be structured interviews, and as such you should go into each meeting with prepared list of questions (see next section). You should feel free to pursue interesting lines of inquiry when they come up, however, you should go into the interview prepared and with a professional attitude.
- Have at least two students participate in each interview and assign roles of interviewer and scribe (I suggest that you be careful not to have multiple students peppering the interviewee with questions. Make sure you do not overwhelm him or her, and you also are well organized). You should lead the interaction and the scribe should refrain from interrupting. However, the scribe should be paying attention for any questions that might be missed or important items that need to be followed up at the end of the interview.
- After every interview send a timely thank you message to each interviewee letting them know you appreciate the time they spent with you.

Details of the Interview:

- Start by telling the interviewee a little bit about yourselves (no more than 30-45 seconds) – what your backgrounds are, and what your career goals are. Don’t forget that in addition to an interview this can be a networking opportunity. Then ask your interviewee to tell you about their career path and their current job and responsibilities. This will ease you into the next set of questions.
- Usually one of the best ways to understand how someone uses power is through an actual example. Once

you have some background on your interviewee, you might ask them to recall an incident where they led a team or a project through some difficult times, or had to influence a client or a boss: What barriers did they face and how did they overcome them? What did they do to “sell their ideas and get their way?” It is possible you could ask them what sources of power they had at their disposal, or what influence tactics they used, but it is usually not the case they will be able to tell you this. Instead it is really your job to diagnose this from the story they tell you.

- If it seems comfortable, ask them if they had an experience in which they attempted to exert influence, but were not as successful as they might have hoped, or ultimately lost the battle. What hard lessons did they learn? If they had to do it over again, what would they do differently?
- You may ask if they have learned to work more effectively with their bosses and superiors over time (think of Thomas Green here)? How is that different than working laterally or in dotted-line relationships? Do they have role models in the firm or industry that are effective and successful?
- What sort of alliances have they built? In what ways has their network helped them achieve their goals?
- Finally, be sure to get a sense of what the firm or industry they work in demands – what influence style is most often used? What is rewarded and how (through promotions, bonuses, more challenging work, etc), what is punished or ignored?