

Organizational Behavior • Spring 2013

MAN 336 | MW 2:00-3:30p | UTC 1.118

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WHY WE'RE HERE

Welcome to Organizational Behavior, an advanced survey course designed to give you exposure to essential theories and concepts for analyzing, understanding, and managing human behavior in organizations. In this course we will tie real-life organizational situations (such as those reflected in cases) to management theory and effective management practices.

Throughout the semester, we will investigate:

- Individual behavior in organizations, including personality, decision making, personal networks, and ethics
- Interpersonal behavior, including teamwork, conflict, power and influence
- Organizational factors affecting both individual behavior and organizational performance, including reward systems, culture, organizational design, and organizational learning

Specific course objectives

My goal for this course is to help you become a more effective team member, colleague, manager and leader. To reach this goal, you will be asked to thoughtfully examine any underlying assumptions you hold about the thoughts, feelings, motivations and actions of others. Further, you will develop a fluent understanding of how the *power of context* shapes human behavior and activities within the workplace. By the end of this course, you will be better equipped to:

- Manage individuals for high performance by becoming an expert “perspective-taker” with a deep understanding of individual differences
- Manage teams for high performance by leveraging both theoretical and practical knowledge of group dynamics
- Reason through complex, real-life workplace situations and make ethical decisions
- Understand the challenges of leading during change
- Apply critical reasoning techniques to analyze organizational structure, routines and functions in order to capitalize on organizational competencies and to address weaknesses

TEXT AND MATERIALS

Required text

Bauer and Erdogan. Organizational Behavior. Flat World Knowledge. Irvington, NY.

The text is available in several formats – online, digital download, or print – via the Flat World Knowledge website. Please use the following link to access the specific version of the text that has been customized for this course:

<http://students.flatworldknowledge.com/course?cid=1221601&bid=1206767>

Additional materials

- Course packet available at the UT Copy Center located on the 3rd floor of the GSB. Be sure to purchase the packet for Professor Sharek's section.
- Ted Talks available at ted.com
- Check Blackboard regularly for additional materials (i.e. supplements, PowerPoint slides, etc.)

HOW YOUR LEARNING WILL BE ASSESSED

Participation (15%)

“How do I know what I think until I see what I say?” – E.M. Forester

Participation matters. Class discussions are intended to enrich your understanding of the course material, to help identify concepts and theories for which you need clarification, and to provide a context for you to share your own insights and experiences with other class members. It is therefore important that you are *actively engaged* in all class discussions. Many students are intimidated by the “obligation” of speaking up in class. Don't be. Your anxiety will be reduced only through practice. The secret to cutting your stress level is to BE PREPARED. Active participation will require that you watch the assigned Ted Talks, read the assigned material and prepare the assigned case or exercise before coming to class.

Attending class but not participating does not provide me with a sufficient basis for giving you a satisfactory grade. No student will receive an A grade in the course who is not an active and positively productive participant, regardless of his/her overall course average. I emphasize *positively productive* because I am far more interested in the quality of what you have to say than in the amount of talking that you do. As well, no student will receive an A grade who is frequently disruptive or inattentive.

Attendance policy:
Attendance is required. Missing more than two class meetings will negatively impact your grade.

Tracking attendance and participation:
Please display your name cards during each class. On the back, you may write comments you made in class to count toward your participation. Name cards will be collected at the end of each class.

How can I be an awesome participant?
Class preparation will be evaluated along a number of

Any student who is apprehensive about speaking spontaneously, perhaps due to fear of public speaking or not having English as a first language, should see me within the first two class sessions so that we can arrive at common expectations for your performance. We can schedule your participation in advance so that you will know what points will be raised and you can prepare your comments.

dimensions; these are described in detail in the “How to be an awesome participant” supplement posted on Blackboard.

Team Workshop (25%)

Workshop Description

In the age of Wikipedia, few workplace presentations involve researching a topic you know little about and regurgitating information to a passive audience. More likely, presentations in the workplace arise from taking information *you already know and deeply understand* and applying it to a novel context, one that is relevant to your audience. To this end, I will ask you to design a workshop for your classmates that applies your knowledge of organizational behavior to a current “hot topic”. Your task is to apply what you have learned in this course to generate and communicate practical, well-grounded advice for navigating these organizational challenges. Your classmates should come away with a solid understanding and a basic set of tools for navigating these issues. You will have 20 minutes to conduct your workshop, which will include a brief presentation, interactive class participation and companion materials.

How will we form teams and select topics?

After class today, one person from your team will send me an email with the names of your 4-5 members and your top five workshop topic preferences.

Can we come up with our own topic?

Yes! You are welcome to identify and propose your own “hot topic” to develop into a workshop. Please send a concise (i.e. 1-2 paragraph) proposal to me by email no later than January 30th describing the topic and why you think it would be important and interesting for your classmates.

What is “well-grounded” advice?

The practical advice you provide should be backed up by evidence-based research.

Topics

How to....

- Achieve work/life balance
- Bridge generation gaps in the workplace
- Encourage ethical behavior in organizations
- Foster a positive organizational climate
- Manage cross-cultural teams
- Manage cross-functional teams
- Manage your online reputation (i.e. Twitter, Facebook, etc.)
- Motivate unpaid employees (i.e. interns, volunteers)
- Motivate virtual teams
- Practice mindfulness in decision making
- Think creatively and foster creativity in the workplace

Beginning **March 20th**, one team per week will present their workshop in class. Once groups have formed and topics have been assigned, I will post a schedule on Blackboard. Additional assignment specifications and guidance will be available on Blackboard.

Team Evaluation Forms

Throughout the semester, you will also need to submit two team member evaluation forms. Team member evaluations will be taken into consideration when assigning individual grades for the workshop. This form will be posted on Blackboard; the first of these is due February 27th and the second is due the day your team presents its workshop.

When are the forms due?
The evaluation forms should be submitted via email no later than 11:59pm on (1) February 27th and (2) 11:59 pm the day of your workshop.

Individual Reflection Memos (20%)

RE: Ethical frameworks

Your first memo will be due **February 25th**. In this memo, you will evaluate an ethical framework that we have covered in class (or one that you have researched outside of class) that you believe is best suited to your own philosophical beliefs. Your memo should persuasively explain (1) why you believe this framework is optimal for you, and (2) why the other alternative ethical frameworks covered in class are not. Please use real or imagined (i.e. hypothetical situations) examples to support your assertions.

RE: Team Dynamics

With most team activities, the focus is on the task rather than the team itself. This intuitively makes sense, yet sensitivity to team processes can be critical to a project's success. To this end, I will ask you to write a memo reflecting upon your experiences as a member of your workshop team. This memo is due **April 24th**.

There are many aspects of your experience as a team member that you could consider in your memo. If you felt your team worked well together, explain why you think this is so. If you perceive that your team or some of its members struggled along the way, try to diagnose what happened and provide recommendations for a more effective team experience in the future. Below are several questions to get you thinking about your team experiences; however, space is limited and you will need to focus on those issues that are most relevant for understanding your team's development and performance.

- Did everyone on your team share the same goals? If not, how did this affect your interactions?
- What norms developed among the team members?
- Did a team leader emerge?
- Was your team as productive as you hoped it would be? If so (or if not), why do you think this was the case?

Memo formatting:

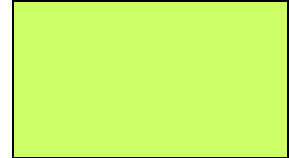
- 2-3 double-spaced pages
- 12-point font
- 1" margins

How should the assignments be submitted?
The essays should be submitted via email no later than 11:59pm on the day they are due.

Will late assignments be accepted?
No.

I'm having a problem with my teammate – what should I do?
Try your best to work through and resolve the conflict – this is a very important skill to master. Come see me only after making a good faith effort on your own. (You will need to be prepared to explain how you have tried to resolve the issue.)

- How did you choose to coordinate responsibility for tasks? What were the advantages and/or disadvantages of this approach?
- Did your team experience conflict? How was it resolved? If it was not resolved, explain why.



Individual Exams (40%)

Exam 1 is on **March 4th** and Exam 2 is on **May 1st**. Both examinations are closed-book and will contain a blend of multiple choice, fill-in, and short-answer questions. Questions on the exam will come from the assigned readings and videos as well as content covered during the lecture and class discussion. If you have a legitimate reason for not being able to attend a scheduled exam, I can arrange for you to take the exam on an alternate day and time before the designated exam date. Re-scheduling must occur more than 1-week in advance. Absolutely no make-up exams will be administered, except under conditions of completely documented emergencies.

Accommodation requests:

The university 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, or 471-4641.

GRADING CRITERIA

Your learning in this course will be tracked over the course of the term through both individual and team-based assignments. These include three types of individual tasks (class participation, exams and memos) and one team-based task. Specific assignments include:

Class preparation & contributions	15%
Team workshop project	25%
Individual reflection memo re: Ethics	10%
Individual reflection memo re: Team dynamics	10%
Exam 1 and 2	40% (20% each)

Grading is based strictly on mastery of course material. No “curves” will be used.

Letter grades will be assigned as follows:

A	93.00 – 100
A-	90.00 – 92.99
B+	86.67 – 89.99
B	83.33 – 86.66
B-	80.00 – 83.32
C+	76.67 – 79.99
C	73.33 – 76.66
C-	70.00 – 73.32
D+	66.67 – 69.99
D	63.33 – 66.66
D-	60.00 – 63.32
F	Below 60

ADMINISTRATIVE POLICIES

Cheating and other distasteful behavior

Don't cheat or lie. Seriously. And don't take credit for anyone else's work.

You are responsible for knowing and understanding [UT's Academic Integrity policy](#) – violations will not be tolerated. If you have **any** questions about how this honor code applies to your conduct and assignments in this course, do not hesitate to ask.

Mobile devices and laptops

Keep all mobile phones put away and set to off or silent mode. If your laptop is needed for an in-class exercise, I will let you know in advance.

➔ The McCombs Classroom Professionalism Policy and additional administrative policies are detailed in the appendix of this document.

"Other distasteful behavior" includes, but is not limited to:

- Self-plagiarism
- Collusion with and/or coercion of team members with respect to evaluation forms or the team reflection memo

I have my phone on vibrate. Is that okay? Not if we can still hear it.

WEEKLY TOPICS AND SCHEDULE

Before each class

- READ the assigned text sections and/or course packet (CP) materials
- WATCH the assigned Ted Talks, TEST YOURSELF with the linked interactive tests, and/or GO TO designated websites
- WRITE DOWN at least one comment or question the readings, talk, etc. raised for you

Date	Topic	Assigned reading	Other Assigned Materials and Activities	Deadlines
Jan 14	What is organizational behavior?			
16	Individual differences	Sections 1.1-1.3 (skim) Sections 2.1-2.3	WATCH Ted Talk "Susan Cain: The power of introverts" TEST YOURSELF: Big Five personality test http://test.personality-project.org/	Group selection
21	MLK Holiday – No class			
23	Individual attitudes	Sections 3.1, 3.2, 4.1, 4.2 Wolfgang Keller (CP)	TEST YOURSELF: Harvard's Project Implicit https://implicit.harvard.edu/implicit/demo/	
28	Motivation and rewards	Sections 5.0-5.3 Lincoln Electric (CP)		

30	Motivation and rewards	Sections 6.1-6.4 (skim last two sections) On the Folly of Rewarding "A" While Hoping for "B" (CP)	WATCH Ted Talk: "Dan Pink: The puzzle of motivation"	Workshop topic proposal (optional)
Feb 4	Motivation and rewards	Six dangerous myths about pay (CP)		
6	Decision making	Sections 7.1-7.2	WATCH Ted Talk: "Sheena Iyengar: How to make choosing easier"	
11	Decision making	Section 7.3 Biases and blunders (CP)		
13	Ethics	Doing the right thing (CP) The Case of the MBA Hackers (CP)	WATCH Ted Talk: "Dan Ariely on our buggy moral code"	
18	Ethics	Values in tension: Ethics away from home (CP)		
20	Managing teams	Sections 8.1-8.4	WATCH Ted Talk: "Ed Ulbrich: How Benjamin Button got his face"	
25	Communication	Sections 10.1-10.3	WATCH Ted Talk: "Amy Cuddy: Your body language shapes who you are"	Memo re: Ethical framework
27	Conflict and negotiations	Sections 9.1-9.4 How management teams can have a good fight (CP)	TEST YOURSELF: Conflict management style quiz http://www.ncsu.edu/grad/preparing-future-leaders/docs/conflict-management-styles-quiz.pdf	Team evaluation form #1
Mar 4	EXAM 1			
6	In-class: Team Meetings and Work Day		BRING: Questions about team project and laptops for group work	
11	Spring Break			
13	Spring Break			
18	Power, persuasion, and influence	Sections 11.1-11.3 The Necessary Art of Persuasion (CP)	GO TO Lifehack's 7 Habits to win office politics http://www.lifehack.org/articles/management/7-habits-to-win-in-office-politics.html	
20	Power, persuasion, and influence	Managing Xerox's Multinational Development Center (CP)		Workshop series begins

25	Power, persuasion, and influence	Section 11.4 Harnessing the Science of Persuasion (CP)	WATCH Ted Talk: "Nicolas Christakis: The hidden influence of social networks"	
27	Leadership	Sections 12.0-12.4	WATCH Ted Talk: "Itay Talgam: Lead like the great conductors"	
Apr 1	Leadership	Leading people within organizations: Leadership that gets results (CP)		
3	Organizational culture and socialization	Sections 13.1-13.3 How leaders begin culture creation (CP)		
8	Organizational culture and socialization	The Smile Factory (CP)	GO TO the recruiting websites for Disney, PwC, and Whole Foods: www.disneycareers.com www.pwc.com/gx/en/careers www.wholefoodsmarket.com/careers/	
10	Organizational design	Section 14.1	WATCH Ted Talk: "Jason Fried: Why work doesn't happen at work" GO TO the Mechanical Turk website https://www.mturk.com IDENTIFY another organization with non-traditional boundaries	
15	Managing change	Section 13.4, 14.2	WATCH Ted Talk: "Roger Ebert: Remaking my voice"	
17	Organizational creativity, learning, and resilience	Strategies for learning from failure (CP)	WATCH Ted Talk: "Josh Klein on the intelligence of crows"	
22	Organizational creativity, learning, and resilience	How to Kill Creativity (CP)	WATCH Ted Talk: "Ken Robinson says schools kill creativity"	
24	Ethics revisited		WATCH Ted Talk: "Sarah Kaminsky: My father the forger"	Memo re: Team dynamics
29	Networking and career management		WATCH Ted Talk: "Steve Jobs: How to live before you die"	
May 1	EXAM 2			

Appendix A: 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 McCombs 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 McCombs classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the business 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 discussion 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.
- **Late Policy.** Late assignments will not be accepted unless you make arrangements with me in advance of the due date. Assignments should only be emailed to me in the case of an emergency.
- **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from the website.

Appendix B: Administrative Policies

Policy Regarding Assignment Formatting

Assignments should be completed in the same professional manner as required by any business organization. Assignments should be typed (not handwritten) and written in a professional manner. This means there should not be grammar, spelling, or other errors that detract from the assignment's content. Excessive spelling, grammatical errors, and poor readability will negatively impact assignment grades. Spelling and grammar mistakes can be easily remedied with word processing tools and online resources.

Policy Regarding Grading Questions

In the event that you feel something was missed in the grading of your work (whether mathematical error or other), please submit the following materials:

- A brief summary (in writing) of what you feel needs further attention
- Your original work with my comments

These materials must be submitted within 1 week of receiving your grade. Grades for each assignment are considered final one week after returned to the class and will no longer be open for re-reading or discussion. I will not consider any questions about grades other than in writing. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Do not attempt to use office visits as a forum to discuss grades. I do not accept any personal lobbying efforts on behalf of grades other than in writing.

Academic Honesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

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. Please do not hesitate to contact SSD at (512) 471-6259, (471-4641 TTY) VP: (512) 232-2937 or via e-mail if you have any questions. 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>

Policy on class website (Blackboard) and student privacy

Web-based, password-protected class sites are 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/gi00-01/app/app09.html>

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.