Course Description

Leading individuals, groups, and organizations effectively is the key to managerial excellence. Yet, it could be your most difficult challenge as a manager. This course is designed to help you meet this challenge. The course aims to develop and sharpen knowledge and skills that are essential to designing and managing organizations to get the most out of others.

In the course we will tie concrete organizational situations (as reflected in cases and simulations) to essential theories and principles of effective management. The topics are organized into two broad categories: The first several sessions focus on “macro” aspects, and include topics at the organizational level of analysis. The remaining sessions focus on “micro” aspects of managing individuals in organizations, and include topics at the individual and group levels of analysis. Each of the topics covered in the course provides a unique perspective on understanding and shaping behavior in organizations. We will look at how these perspectives can be used as a “lever” to work in, lead and transform organizations.

Learning Goals

• To provide students with a perspective on how to lead and transform organizations through people, using conceptual knowledge, case studies, and experiential exercises.

• To facilitate an exchange of ideas and experiences in the classroom conducive to learning about organizational behaviour.

• To enhance critical and integrative thinking about business issues: Students will develop and enhance their skills in identifying key issues in a business setting, developing a perspective that is supported with relevant information and integrative thinking, and drawing and assessing conclusions.

• To enhance capabilities for interpersonal awareness and working in teams: Through both the content covered and through team work inside and outside the classroom, students will develop and strengthen their abilities to work effectively in teams, their understanding of the importance of individual roles and tasks in teams, and their abilities to manage conflict and collaboration in the interest of achieving team goals.
COURSE REQUIREMENTS:

Course Requirements and Grading

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<th>Requirement</th>
<th>Total</th>
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<tr>
<td>1. Two group case analyses (7.5% each)</td>
<td>15%</td>
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<td>2. Quiz grades</td>
<td>20%</td>
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<td>3. Leadership project</td>
<td>40%</td>
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<tr>
<td>4. Individual class contribution</td>
<td>25%</td>
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Description of Requirements

1. **Group Case Analyses**
   For each group case analysis, your deliverable is a 3-page PDF (12 point Arial font, double spaced, 1-inch margins) written assessment of a case using questions that will be provided for the session and the background reading for the session.

   Please submit a copy of your case write-up on Blackboard, only one per group, in PDF format. As you will be required to submit your Leadership Project as a PDF as well, please make sure you understand how to convert your case to PDF, even if another group member does so for this assignment.

   Late assignments will be penalized one letter grade for each day (or portion of a day) they are late. For example, an A assignment will be reduced to a B for submissions 1 minute to 24 hours overdue, a C for 24 to 48 hours overdue, etc.

   To view the criteria I will use to grade the assignment, click on "My Grades" and then "View Rubric" (I believe this is correct. I am unable to see the student view).

2. **Quizzes**
   I will periodically administer "pop" quizzes, which cover the readings and cases for that particular day. There are no make-up quizzes, even with a valid excuse, but I will drop everyone’s lowest quiz score when calculating this portion of your grade. If you are unable to take a quiz during the scheduled time, you will receive a 0 for that quiz, and that quiz will count as the one you will drop.

3. **Leadership Project**
   In order to ensure a meaningful learning experience, you should begin your leadership project immediately. If you doubt this is necessary, ask the second year students.

   Thus, it is imperative that you understand the project requirements immediately as well. Your report should contain a model of your own creation, which captures what you know to be the critical aspects of leadership as indicated by an integration of

   a. your leadership interviews
   b. your own experiences/VABES, (Values, Assumptions, Beliefs, and Expectations
   c. class readings, discussions, and concepts.
Do not underestimate how long it takes to thoughtfully complete a model that is consistent with and supported by 1, 2, & 3, which, if not adequately developed individually, will lead to a weak argument for your model when you integrate them. You should begin developing and integrating a and b above at the beginning of the semester, and develop and integrate c as we cover each section. An integration means a, b, and c interact. Should they exist alone in your case, please explain why.

Your model should be your road map for the next five years, so it should be meaningful to you. I do not have to agree with your model, but you must thoroughly support your thinking with either inductive or deductive logic (See Blackboard for more information on the Minto Pyramid Principle to help you structure your arguments.)

Interviews: You are responsible for 6 - 8 interviews with people you consider to be highly effective leaders. The persons selected might be business leaders, government leaders, community leaders, and/or religious leaders.

My selfish preference is for you to interview EMBA alumni, but feel free to use others if they would be of better benefit to your project and/ or career. When selecting your interviewees, my only requirement is that you cannot know your interviewees in advance. This is an opportunity for you to jumpstart your network, and interviewing someone already in your network defeats this purpose.

Those who reach out to those they admire, but have previously believed to be unreachable seem to have the best experience with the project. Either contact these interviewees directly, or work your network (which now includes the EMBA alumni network), to reach them.

Given that you will invest a fair amount of time and energy to study the results from these interviews, please select the interviewees wisely.

You will be interviewing your selected leaders about their personal philosophies of leadership, their most significant developmental experiences, the skills and actions they most depend on as leaders, and their recommendations for "students of leadership." You might find the following questions a useful starting place for the interviews:

- How do you define leadership?
- As a leader, what are the personal skills and actions on which you most depend?
- Do you think that leadership effectiveness can develop with experience?
- What are the two or three experiences that you remember as being most influential in developing your leadership skills? What made these experiences so valuable for you?
- What role do personal values and ethics play in your leadership effectiveness?
- Do you think that leadership in your arena (e.g., business, politics, etc.) is different from, or involves different pressures and skills, than leadership in other arenas?
- What advice would you offer others who are trying to develop their leadership skills?
- How do you ensure that your organization is developing the leaders that it needs?
Once all of the interviews have been conducted, search the content of the interviews for commonalities or themes. What can be learned from the leaders? How does the data from the interviews compare to what is discussed in class and what you are exposed to in our readings? How does it compare to your own experiences and VABEs?

Although your writing should focus solely on the development and support of your model, the following questions may be addressed in an appendix:

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

Late assignments will be penalized one letter grade for each day (or portion of a day) they are late. For example, an A assignment will be reduced to a B for submissions 1 minute to 24 hours overdue, a C for 24 to 48 hours overdue, etc.

I have put together a list of frequently asked questions here (http://bit.ly/14W6umB)

4. Individual Class Contribution

In each class, I will ask one or several people to lead off the discussion. If you have prepared the case, and are capable of answering the assignment question, you should have no difficulty with this lead-off assignment. An effective lead-off can do a great deal to enhance a class discussion. It sets a tone for the class that allows that class to probe more deeply into the issues of the case.

My role in the class discussion is to help, through intensive questioning, to develop your ideas. This use of the Socratic method has proved to be an effective way to develop thinking capability in individuals. The instructor’s primary role is to manage the class process and to insure that the class achieves an understanding of the case situation. There is no single correct solution to any of these problems. There are, however, a lot of wrong solutions. Therefore, I will try to come up with a solution that will enable us to deal effectively with the problems presented in the case.

After the individual lead-off presentation, the discussion will be opened to the remainder of the group. It is during this time that you will have an opportunity to present and develop your ideas about the way the situation should be handled. It will be important for you to relate your ideas to the case situation and to the ideas of others as they are presented in the class. The instructor’s role is to help you do this.

Note on Lectures and Discussions (Borrowed liberally from Buckland, 2008)

My lecture slides will be available via Blackboard. They will contain bullet points and will lack the detail of my explanations and examples. They will also lack the points raised by your classmates. The slides are designed to provide a framework for your note taking. You are free to add your own notes to the course wiki to expand on interesting and/or cryptic points. You are expected to contribute to the wiki and discussion board. I suggest you use the wiki to post your notes (but only after class). That way others will check, correct, expand, and proofread your notes for you. Sometimes I'll amend the notes on the wiki to clarify or elaborate on something that I feel wasn't explained well in the lecture.
Quality comments possess one or more of the following properties:

- Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation)
- Contribute to moving the discussion and analysis forward
- Build upon the comments of your classmates
- Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
- Integrate readings from the current and prior weeks

Class participation will be assessed based on your substantive contributions (not frequency) to in-class discussions. 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. Since you cannot participate in class discussions if you miss all or part of a class, your participation grade will be negatively affected by absences and tardiness.

**The Use of Extra- or Post-Case Data:** You are encouraged to deal with the case as it is presented. You should put yourself in the position of the general manager involved in the situation and look at the situation through his or her eyes. Part of the unique job of being a general manager is that many of your problems are dilemmas. There is no way to come out a winner on all counts. Although additional data might be interesting or useful, the “Monday morning quarterback” syndrome is not an effective way to learn about leadership and management. Therefore, you are strongly discouraged from acquiring or using extra- or post-case data.

Some case method purists argue that a class should never be told what actually happened in a situation. Each person should leave the classroom situation with his or her plan for solving the problem, and none should be falsely legitimized. The outcome of a situation may not reflect what is, or is not, a good solution. You must remember that because a company did something different from your recommendations and was successful or unsuccessful, this is not an indication of the value of your approach. It is, however, interesting and occasionally useful to know what actually occurred. Therefore, whenever possible, I will tell you what happened to a company since the time of the case, but you should draw your own conclusions from that.
Your contribution to on- and offline class discussions will be graded as follows

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<thead>
<tr>
<th>On- and Offline Contribution</th>
<th>Achievement</th>
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<tbody>
<tr>
<td>Major Contribution</td>
<td>Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.</td>
</tr>
<tr>
<td>Medium Contribution</td>
<td>Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.</td>
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<tr>
<td>Minimal Contributions</td>
<td>Contributions are rare and reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.</td>
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- absence = 0 points;
- tardy or name plate not displayed, plus minimal contribution = 1 points;
- tardy or name plate not displayed, plus major contribution = 2 points;
- on-time arrival, attending whole session plus minimal contribution = 3 points;
- on-time arrival, attending whole session plus medium contribution = 4 points;
- on-time arrival attending whole session plus major contribution = 5 points.

Note: Total participation points for the semester will be adjusted to the percentage of the whole that the total grade participation represents.

Everyone in the class has a single opportunity to replace their lowest participation grade by analyzing a case and integrating it with the assigned readings for the day. Your analysis should answer the case preparation questions in the syllabus in the order in which they appear. Analyses should be at least 5 double spaced pages for each case you are analyzing.

Case analyses are due before class begins on the day the case is scheduled to be discussed. If you wish to use the case analysis to replace an absence, you must analyze ALL of cases you will miss for the day, and the analysis is due before class begins on the day of your absence.

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1 These guidelines were made popular by Professor Richard J. Murnane at the Harvard Graduate School of
Conversation Guidelines (on- and offline)\(^2\):

i. *Listen before you speak.* Polite conversationalists do not walk up to a group and begin talking. Even if they are quite familiar with the individuals they approach they wait to find out what is being discussed at the moment. Make genuine connections with the important points being made. We are not in conversation mode when we forget to take seriously what has already been said.

ii. *Connect with points already made.* Inept conversationalists make a passing reference to the current conversation, but move quickly to what they had on their minds before joining the group. The more interesting conversationalist continues to make genuine links to the ideas of others. As a result, the content they intend to share upon arrival is shaped by the conversation, and shapes the conversation. By extension, the generation of new ideas that could only have come from engaging with others is the sign of successful conversation.

iii. *Be interesting.* We don’t listen long to those who repeat previous points in a conversation or are tangential to the main thread of conversation. The good conversationalist thinks about people he or she is talking to, considers what would interest them, edits content to make sure that these connections are clear, and then says something the others have not thought of before. Consider if you were speaking to people you would most like to meet. If you were lucky enough to meet an author in the conversation that interests you, you would not be completely tongue-tied, but would work hard to think of the most interesting thing you could say. You would try to avoid saying what they already know.

iv. *Be self-critical.* Be critical in your thinking and in your comments, but also try and be constructive and respectful of different points of view (even when you strongly disagree).

v. *Substantiate your ideas.* Quality of contributions is what matters, not quantity. When you make a statement, be sure you can substantiate and support your statement—this is more important than being right or wrong.

The following points impact on effective contribution are the following:

- No single individual should dominate the discussion. Make your points, and then let others have a chance to make theirs. An “equal time” rule will be in effect.
- Is the contributor a good listener? (e.g., a sign is whether the person merely repeats what others have just said)
- Is the contributor willing to interact with other class members?
- Are the points that are made relevant to the discussion? Are they linked to the comments of others? Are they linked to current or past course material?
- Do the comments add to our understanding of the situation?
- Does the contributor distinguish between different kinds of data (i.e., facts, opinions, beliefs, concepts, etc.)?
- Is there a willingness to test new ideas, or are all comments, “safe?” For example, repetition of case facts without analysis and conclusions.
- Can the contributor substantiate and support his/her statements?
- Are the comments critical, but also constructive and respectful of different points of view (even when you strongly disagree)?

\(^2\) These guidelines were borrowed from *Writing For Scholarly Publication*, by Anne Sigushman Huff
SCHEDULE

Below please find our tentative schedule. For a complete list of requirements for each week, please refer to the “Course Modules” section of Blackboard.

Session 1. August 21, 2013.

Understanding Organizations As Complex Systems

1. Organizational alignment: The 7-S model
2. Southwest Airlines (A)


Developing and Aligning Talent (Systems)

1. “A Players” or "A Positions”? The Strategic Logic of Workforce Management
2. GE’s talent machine: The making of a CEO

Motivating Superior Performance (Systems)

3. Employee Motivation: A powerful new model
4. Pygmalion in Management

Session 3. September 7, 2013

Designing Organizations for Optimal Performance (Structure)

1. A Note on Organizational Structure
2. Do You Have a Well-Designed Organization?
3. Procter & Gamble: Organization 2005 (A)
4. Appex Corp

Creating An Engaging Organizational Culture (Shared Values)

1. Leading by Leveraging Culture.
2. Leadership, Culture, and Transition at Lululemon
3. ABC Energy Limited: Culture and Formalization

Session 5, October 5 AM, 2013.

Designing and Leading High Performance Teams (Staff & Skills)

1. Leading Teams
2. Before You Make That Big Decision
3. Managing a Global Team: Greg James at Sun Microsystems (A)

Session 6. October 18 PM, 2013.

Formal and Informal Networks (Staff & Skills)

1. Abelli and Saviotti at Banca Commerciale Italiana
4. But, Mom, All the Other Kids Have One!’ - CEO Compensation and Director Networks Freely available here http://bit.ly/18oxBXQ
Session 7. October 19 PM, 2013.

Understanding Organizations as Complex Systems (Revisited)

1. Big Spaceship: Ready to Go Big?


Harnessing Social Capital

1. Heidi Roizen
2. Keith Ferrazzi
5. A note on social networks and network structure

Session 9 November 16 PM, 2013.

1. A Leader’s Guide To Why They Behave the Way They Do
2. Google’s Quest to Build a Better Boss
   www.nytimes.com/2011/03/13/business/13hire.html?_r=3&pagewanted=all
3. Tough Guy


1. Japanese Leadership: the Case of Tetsundo Iwakuni
2. Jimmy Buffett’s Life Story in 400 Words or Less
3. Strategic Frames
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:

- **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. My 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 my time is spent repeating what I said in class. There are often cases where learning is enhanced by the use of laptops in class. I will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.

  Note: Tablets (iPad, Streak, Nexus, Surface, etc.) are less distracting in class and may be used in airplane mode. Should tablets prove to distract other students with material not related to the class, this privilege will be revoked for everyone.

- **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 (see class participation grading policy).  
- **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 (see class participation policy).  
- **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 respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

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

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam. The responsibilities for both students and faculty with regard to the Honor System are described on [http://mba.mccombs.utexas.edu/students/academics/honor/index.asp](http://mba.mccombs.utexas.edu/students/academics/honor/index.asp) and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed 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.

Please make sure you are aware of the different expectations between individual and team assignments.

**Honor Code Purpose**

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

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

**Faculty Involvement in the Honor System**

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

Standards

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

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

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

Cheating

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

Actions Required for Responding to Suspected and Known Violations

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

The Honor Pledge

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

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

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

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

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

The Standard of Academic Integrity

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

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

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.
What is Scholastic Dishonesty?

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

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

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

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

Unauthorized Collaboration

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

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

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

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

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

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

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

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

Unauthorized collaboration can also occur in conjunction with group projects.

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

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

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

Plagiarism

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

• Plagiarism can occur with all types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See Section 11-802(d) of the Institutional Rules on Student Services and Activities for the University’s official definition of plagiarism.)
• Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers
from commercial writing services, papers obtained from other students (including homework assignments), etc.

- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, and/or approval.

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

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

**Plagiarism can be committed intentionally or unintentionally.**

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

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

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

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

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

Plagiarism and unauthorized collaboration are often committed jointly.

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

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

Multiple Submissions

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

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

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

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

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

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

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

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

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

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

**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](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.
Biographical Note

Dr. John Burrows received his undergraduate degree from Vanderbilt in 1988. Following graduation he moved to Germany to work for Ingenieurbüro Glöckl in Munich as a financial analyst for development projects with the United Nations Industrial Development Organization (UNIDO). He was responsible for projects in Ethiopia (infrastructure), Ghana (food and beverage), China (medical device manufacturing), Mauretania (banking), and the former East Germany (consumer products), among others.

While at Ingenieurbüro Glöckl Dr. Burrows also managed joint ventures between organizations in Western and Eastern Europe. New companies were founded in Poland (construction supplies), Turkey (entertainment), Yugoslavia (food and beverage), and Russia (consumer products).

Fascinated by life in East Germany, he took a job with Ernst & Young in Leipzig, Germany soon after the fall of the Berlin wall. He conducted mergers and acquisitions of the former East German conglomerates in the food and beverage, oil and gas, and consumer products industries.

In 1994 he moved back home to Austin and joined Dell Computer Corporation as it became a global corporation. He was responsible for financial systems in Japan, Malaysia, Singapore, Thailand, Australia, Korea, and Vietnam.

Dr. Burrows is a speaker at numerous industry and organizational conferences, and his published work in cross-cultural leadership has received accolades from the Academy of Management and the Society for Industrial and Organizational Psychologists.