Management 336: Organizational Behavior
The University of Texas at Austin - Fall 2013

Prerequisites

- Credit or registration for Business Administration 324 or 324H; and credit or registration for three semester hours of coursework in psychology, sociology, or anthropology.
- May be counted toward the ethics and leadership flag requirement.

Course Description

The purpose of this course is to provide a basic knowledge of the management of organizations. This course surveys issues pertaining to people in the context of organizations, including behavior and processes related to individuals, teams, and organizational systems. Many of the courses in the business school curriculum teach you to manage information, money, and other material organizational resources. All of those skills will help you become a better manager. But it is your “people skills” that will ultimately have the most impact on your success as a leader. The course is designed to provide an understanding of the fundamental theories of organizational behavior, to build critical thinking skills by analyzing how those theories apply to current management trends and issues, and to develop teamwork, problem solving, and written and oral communication skills.

Lectures follow and/or compliment the text and will build upon the readings from text and assigned articles. Students are expected to be prepared for each lecture by completing the relevant assignment before class. Discussions are an integral part of each class session. Each of you may expect to be called upon to contribute ideas, opinions and insights based on the readings, videos, exercises, etc.

Please see the attached course schedule for assignments and important dates.

Ethics and Leadership Flag

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional lives. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations. In this course, leadership and ethics are covered through chapters in the textbook, additional readings, and cases. The material is reflected on all exams and in assignments.

Course Objectives

1. Provide an introduction to the management of human behavior in organizations by exploring concepts and information associated with the process of managing organizations and the behavior of the individuals and teams within the organizational setting
2. Analyze how cognitive, behavioral, and emotional outcomes contribute to and sustain organizations, identifying processes and methods that can improve the behavior, attitudes, and effectiveness of organizational members, with a particular emphasis on ethical decision making and change management
3. Explore the management functions of planning, organizing, leading, and controlling at the individual, team, and organizational level
4. Apply organizational behavior and management theories to practice in the classroom, organization, and society through readings from modern management literature

Textbook & Other Class Resources

I have attempted to select one of the best textbooks on the subject of Org Behavior, and at the same time be sensitive to the rising cost of textbooks. As such, I have adopted a textbook published by Flat World Knowledge with several low-cost options ($20 - $50) that assume you will read the textbook online or download an eReader version. If you instead want a printed and bound copy, it’s available direct from the publisher for a modest fee of $40-$130. (Allow 10 business days for delivery). The text (either online, downloadable or hard-copy—your choice) is required for this course.

• Book: Organizational Behavior, v1.1 (required)
  Author(s): Bauer, Talya, and Erdogan, Berrin
  Course: Organizational Behavior
  Professor: Dennis Passovoy
  URL: http://students.flatworldknowledge.com/course/1328351
  (You may access and / or order the book online – no need to go to the Co-op to buy it)

• A Supplemental Reading Packet (Organizational Behavior – Slides & Articles) is available at the University Co-op. It contains all of the lecture slides and articles that are part of the required reading for the course. It is required.

• The Harvard Business Cases (Organizational Behavior – Cases) are available at the University Co-op in a packet, or alternatively, for purchase online at Harvard Business School Publishing (https://cb.hbsp.harvard.edu/cbmp/access/19697603). They are required. Note: they are a bit cheaper from the Co-op and are already printed out and bound.

• The Leadership and Team Simulation – Everest is available from Harvard Business School Publishing (https://cb.hbsp.harvard.edu/cbmp/access/19697649) and is required.

• Desert Survival Situation Participants Booklet – SM 13101. This is published by Human Synergistics International. It is available at the Co-op and is required.

• Additional materials may be distributed in class (readings, exercises, etc.), through online sites or on Canvas (http://utexas.instructure.com). Some of these materials may have an additional cost.

Grades and Assignments

Exams / Paper:

There will be two exams during the semester, plus a paper (the nature of which will be discussed in class the week before it is due). There will be no final exam. The first exam is likely to be made up of multiple choice plus short answer questions and an essay question; while the second exam is likely to be all essay questions (both are subject to change). Material covered on the exam will include the text, any articles and cases assigned for reading, as well as class discussions. Exams are NOT comprehensive and ONLY cover the materials assigned in that section of the course.

Case Study Homework (individual preparation):

The case method is one of the most effective means of management education. It is widely used in business schools throughout the world; and this use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy, complex, and very interesting.

Unlike other pedagogical techniques, many of which make you the recipient of large amounts of information but do not require its use, the case method requires you to be an active participant in the closest thing to the real situation. It is a way of gaining a great deal of experience without spending a lot of time. It is also a way to learn a great deal about how certain businesses operate, and how managers manage. There are few programmable textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus the case situations that you will face will require the use of analytical tools and the application of your personal judgment.
There is only one secret to good case teaching and that is good preparation on the part of the participants. Since the course has been designed to “build” as it progresses, regular class attendance and active participation are essential. The instructor’s role in the class discussion is to help you develop your ideas through questioning. 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, my role will be to point out the faulty logic and assumptions and steer us toward identifying several possible scenarios that would deal effectively with the problems presented in the case.

Your homework assignment prior to class is to write a maximum two-page, single-spaced paper on each case by answering the bolded questions in the Case Study Questions listed on Canvas. You will need to turn in each paper at the end of class on the date that the case is discussed in class plus you are required to upload a copy of your paper to Canvas prior to class. If you are unable to attend class and still want to receive partial credit, you may upload your paper prior to the start of the class period. Papers submitted without attending class will be eligible to receive up to 50% of the allocated points for the assigned case. Late case papers will not be accepted.

Case Study Homework (team preparation):

By the second week of class you will be assigned to a team. You and your teammates will be required to present one case study (assigned by your instructor) to the rest of the class. You will work in your team to prepare the case by answering all of the questions for that case noted on Canvas (both required and optional questions). In addition, the class audience may ask you additional questions about the case. Please prepare a PowerPoint presentation. Presentations should be no longer than 15 minutes. Since everyone in the class will have read the case, you should focus your time on answering the questions rather than going over the case history (although a short history can be helpful—so as to get everyone “on the same page”). Each member of the team will be required to participate in both the preparation and the presentation. Your grade will be determined by the average of two factors: class audience grade and instructor grade. If your team is presenting, you are excused from having to turn in the individual case write-up for that case assignment. In this situation, Canvas will record a zero for the written case homework; and instead will record your grade for the oral presentation. At the end of the semester Canvas will drop your lowest case homework grade (presumably the zero noted above).

Team Exercises:

If you are not present for a given Team Exercise, you will receive a zero grade on that assignment. The only exception to this will be a documented absence, with my prior approval and with the appropriate documentation turned in to me within a week of returning to class. Legitimate excuses include 1) traveling on University sponsored business, 2) you or a family member is sick or hospitalized, 3) you need to attend a funeral, or 4) something of that nature, including a job interview that cannot be rescheduled. If I approve the absence, you will be given a make-up assignment. Do not attempt to present your excuse at the end of the semester when you discover you are just short of the next grade. Again, approval needs to be secured in advance of your absence and the necessary documentation must be presented to me within a week of returning to class.

Leadership and Team Simulation – Everest:

This team exercise is a computer simulation where each team member plays a different role as part of expedition attempting to assent Mt. Everest. Since it is a computer simulation, it requires that you REGISTER ON THE HARVARD BUSINESS SITE BEFORE YOU COME TO CLASS, and that you WATCH THE INTRODUCTORY VIDEOS, ALSO BEFORE YOU COME TO CLASS. I will ask you to do both of these things several days prior to the exercise. Your failure to do so on time will result in zero credit for this exercise—even if you attended the exercise. You will also need to bring a computer to class in order to participate & get credit. In the event you do not have a computer of your own, you may go to the McCombs Media Center (on the third floor) and check one out. There will be no excuse for not having a computer on the day we do this exercise.

Team Project:

Once you are assigned to a team (by the second week of class) you and your teammates will be expected to formulate and execute a semester-long team project that will be due at the end of the semester (see calendar for exact due-date).

The project requires that you examine a current people-related problem (as opposed to a process-related problem) in a real organization. A problem that has already been resolved or is historical in nature is not acceptable. The purpose of the project is to give your team an opportunity to apply what has been
learned in the course to organizational problems in an organization of the team’s choice. Your team should identify a public, private, or not-for-profit organization (or part of one) to study. You may select an organization in which one or more of the team members has worked or has been a member of. This is not a requirement, but is often helpful. I advise you to be selective in choosing an issue or problem within an organization, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis. You will want to ensure that you conduct primary research and that you document this primary research in your report. Gathering first-person information is important in any project. In addition, you need to come up with at least one highly creative, out-of-the-box solution. It should not be based on the text or other solutions that are commonly known or discussed in class; but instead should reflect your creative, innovative and “wildly” imaginative thinking.

Your team is required to gather first-hand (primary) information from people in the organization through direct contact with them. To obtain a balanced unbiased view, you should speak with more than one person to fully understand the scope of the problem. This information must be documented and verifiable. In-person meetings are best although you can have conference calls with the individuals as well as follow up questions via e-mail. However, e-mail should not be your primary form of communication. You may supplement this information with secondary data. Secondary data will only be accepted if it comes from a reliable source. For purposes of this project, data is considered reliable if 1) it comes from the web site of the organization you are studying or 2) if the data comes from any book, magazine, database or journal that is available at any UT library either in paper or electronic format (www.lib.utexas.edu). You should identify a current problem to analyze rather than an historical one. You should focus your analysis by applying the concepts from the course.

At some point, you may find one member of your team who is not pulling his/her own weight. You are urged not to let problems develop to the point where they become serious. Beware of excuses such as “I’m too busy” or “I have work/health/social problems.” Be reasonable, but don’t let the problem continue to grow. Try to solve the problem yourselves. If you can’t, bring it to me but don’t wait until the end of the project. If I am convinced that someone has not carried his/her fair share – for any reason – I will reduce that person’s grade to as low as a zero if I believe it is warranted. I suggest that you openly communicate with the individual. During your career, you will find people who will take advantage of the other team members. Learn to deal with this situation now.

Grading of Team Project:

Your team project is worth 125 points in total and will be graded as follows.

- The **Team Project Interim Report** is worth 25 points
- The **Team Project Presentation** is worth 25 points
  - 50% of your oral presentation grade will be determined by the average grade you receive from your classmates
  - 50% of your oral presentation grade will determined by the instructor.
- **Written report (Team Project Paper)** is worth 75 points.
  - You must submit both a written, bound copy of your report and an electronic copy of your report. Electronic copies must be uploaded to the proper assignment section on Canvas. Only one person in the team needs to submit the electronic version. Both must be received by the due date otherwise it is considered a late submission.
- **Confidential Team Project Evaluation Form**
  - Each team member is required to submit a copy of the Confidential Team Project Evaluation Form (see schedule for due-date). I will provide a URL towards the end of the semester for you to complete this form online. Failure to submit the form will result in 12.5 points being deducted from your grade.
  - **Note:** Any team member receiving an average of less than 90% of the team average on the evaluation will receive the ratio of their team average compared to the combined team average applied to each project grade. For example, a team receives 67.5 out of 75 points on the written project report. The team evaluation at the end of the semester shows a team evaluation average of 90%, based on all team members. One member of the team received a 60% average on their evaluation. Since their score is below the 90% cutoff score (.9 x 90 = 81%), they will receive 60/90 (or 67%) of the score received by the team on the project. This will yield a score of 45 points on the team project (.67 x 67.5 points earned by the team) for that individual student (other team members receive 67.5 points each).
Business News:

This is a business course. And all of you are business students. Therefore, it is important that you pay attention to what is going on around you every day in the world of business. Many of you already do this – you listen to NPR, or read the Wall Street Journal, or check in with Yahoo News, or any number of other possible sources to see what's new and affecting our lives. But if you don’t, you need to.

Every class session (just about)—at the very beginning—we will spend about 5 minutes talking about business news. This is a team discussion; which means that you need to come to class prepared to share with your fellow classmates something you feel is interesting and/or impactful. The only rule: it needs to be about business in some fashion. As you take a moment to research this, also take the necessary time to actually understand it; and be prepared to answer questions if someone should ask.

Extra Credit:

Planned extra credit is available to all students and is worth a maximum of 10 points. The assignment is called What Have You Learned?, and consists of up to 5 posts to a class blog located on Canvas. You will receive 2 points for each submission you make (i.e., up to 5 submissions). You're welcome of course, to make more submissions than 5 if you like.

Consider it to be like a blog or a journal. I'm interested in what you've learned in this course - not the little stuff, but rather the things that might have been a surprise or epiphany to you. For instance, "I learned that not everything in the business world is black and white; but rather, most things are very complicated and therefore result in there being more than one option of how to proceed with that issue. This surprised me because ....".

Don't do these all at once. You could; but I think it would be best to spread them out, as you will likely learn some pretty cool things later on in the semester. And don’t hesitate to comment on another student’s postings. Maybe you’ve had some experience with the issue, or maybe you have an opinion about it.

I will reserve the right to add other extra credit if I see merit in doing so.

All extra credit points simply add to your total number of points which will serve to push you toward the next grade. In every class there will be a significant number of students that are just a few points away from the next higher grade. Doing extra credit is an easy way to get there.

Grade Calculation:

Your overall course grade will be based on the total number of points you have at the end of the semester out a possible 500 points.

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<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Exam #1</td>
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<tr>
<td>Exam #2</td>
<td>20%</td>
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<td>Team project paper</td>
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<td>Team project presentation</td>
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<td>Team project interim report</td>
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<td>Case write-ups (8)</td>
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<td>Team case presentation</td>
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<td>Team exercises (4)</td>
<td>6%</td>
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<td><strong>TOTAL</strong></td>
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Final Grade Scale

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\begin{align*}
93.0 - 100.0% & = A \quad (4.00) \quad (465 \text{ or more}) \\
90.0 - 92.9% & = A- \quad (3.67) \quad (450 - 464.4) \\
86.7 - 89.9% & = B+ \quad (3.33) \quad (433.4 - 449.4) \\
83.4 - 86.6% & = B \quad (3.00) \quad (417 - 433) \\
80.0 - 83.3% & = B- \quad (2.67) \quad (400 - 416.4) \\
76.7 - 79.9% & = C+ \quad (2.33) \quad (383.4 - 399.4) \\
73.4 - 76.6% & = C \quad (2.00) \quad (367 - 383) \\
70.0 - 73.3% & = C- \quad (1.67) \quad (350 - 366.4) \\
66.7 - 69.9% & = D+ \quad (1.33) \quad (333.4 - 349.4) \\
63.4 - 66.6% & = D \quad (1.00) \quad (317 - 333) \\
60.0 - 63.3% & = D- \quad (0.67) \quad (300 - 316.4) \\
0.0 - 59.9%  & = F \quad (0.00) \quad (299.4 \text{ or fewer})
\end{align*}
\]
If your grade is borderline (less than one percentage point away), it will ONLY be considered (not guaranteed) for the higher value if I feel your attendance and class participation has been sufficient to warrant the higher grade. For example, if you do all the work but don’t EVER, or rarely, participate in class discussions and your attendance is less than stellar, and your point score at the end of the semester is 433, you WILL receive a B.

In addition to the team exercises that contribute to your grade, there may be additional in-class games or exercises that will not be graded; however as noted above, if your grade is borderline your contribution will be noted.

Major grade assignments (e.g., exams and papers) may be reviewed by you for a period of 2 weeks after that assignment is due. After that, the grade is locked and the assignments are filed away. During that review period, you may come to my office to look over your exams and graded assignments and discuss them with me or with the TA; however, under no circumstance may you remove the assignments from my office, nor make any manner of copy for your own or anyone else’s use.

There will be no curve and no extra credit (other than noted below). DO NOT LOBBY ME FOR THAT ONE OR TWO OR FIVE POINTS YOU ARE AWAY FROM THE NEXT GRADE. You alone are responsible for how well you do in this class. No one “deserves” a grade; they “earn” a grade.

Work Turned in Late

Late work will NOT be accepted unless additional time is approved by the instructor prior to the original due date. Work that is not turned in by the approved date will not be accepted.

Communication

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

I may be using Canvas for e-mails (for instance, to change a due date or assignment), so please be sure that your e-mail information is correctly registered. You may update your address by starting at www.utexas.edu, clicking on UT Directory, choosing Frequently Asked Questions. The first question will provide you with a method for updating your contact information.

Attendance

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

Class Participation

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

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

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

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

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

University Standards and Expectations

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

Prerequisites:

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

Class Web Sites and Student Privacy:

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

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

Beginning fall 2001, web-based, password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html.

Religious Holidays:

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
**Students with Disabilities:**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [www.utexas.edu/diversity/ddce/ssd/](http://www.utexas.edu/diversity/ddce/ssd/).

**Campus Safety:**

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

**Academic Integrity:**

**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, discreet and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business:

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

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 team 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 him 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.

These are excerpts from the University of Texas at Austin Office of the Dean of Students website (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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Preparatory Assignments (Prior to Class)</th>
<th>Classroom Events</th>
</tr>
</thead>
</table>
| 1    | 8/29  | **Read Syllabus:** Read cover to cover before coming to class and bring questions. | **Review:** Syllabus  
**Video:** The Office |
| 2    | 9/3   | **Research Business News**  
**Read Chapter 1:** Organizational Behavior  
**Read Article:** How To Recruit, Retain, and Engage Your Most Valuable Corporate Asset  
**Read Case:** Consolidated Products case (on Canvas) – no write-up due | **Class Discussion:** Consolidated Products |
|      | 9/5   | **Read Chapter 2:** Managing Demographic & Cultural Diversity  
**Read Case:** Vanatin (on Canvas) – no write-up due | **Team Assignments:** Posted on Canvas and announced in class  
**Class Discussion:** Vanatin  
**Team Project Work Day** |
| 3    | 9/10  | **Research Business News**  
**Read Chapter 3:** Understanding People at Work  
**Case Assignment Due:** Conflict on a Trading Floor | **Video:** Pike Place Fish  
**Class Discussion:** Conflict on a Trading Floor |
|      | 9/12  | **Research Business News**  
**Read Chapter 4:** Individual Attitudes & Behaviors  
**Read Chapter 5:** Theories of Motivation | **Video:** SAS Institute  
**Video:** Google recruiting |
|      | 9/17  | **Case Assignment Due:** Lincoln Electric | **Team #1 Case Presentation:** Lincoln Electric  
**Team Exercise #1:** Marshmallow Challenge |
| 4    | 9/19  | **Read Chapter 6:** Designing a Motivating Work Environment  
**Read Article:** Why Incentive Plans Cannot Work  
**Read Case:** MBA Hack Job (on Canvas) – no write-up due | **Class Discussion:** MBA Hack Job  
**Exam I Review:** Come prepared with questions you might have about the material for next week’s exam |
| 5    | 9/24  | **Research Business News**  
**Read Chapter 7:** Managing Stress / Emotions  
**Case Assignment Due:** Jensen Shoes  
Ladies – Read Jane Kravitz’s story  
Gentlemen – Read Lyndon Brook’s story | **Team #2 Case Presentation:** Jensen Shoes  
**EXAM I**  
Chapters 1-6, all articles, lectures, cases, exercises |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Preparatory Assignments (Prior to Class)</th>
<th>Classroom Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>10/1</td>
<td><strong>Research Business News</strong>&lt;br&gt;Read Chapter 8: Communication&lt;br&gt;Read Article: Gallup’s Workplace Jedi</td>
<td>Team Exercise #2: Win as Much as You Can</td>
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<tr>
<td></td>
<td>10/3</td>
<td><strong>Research Business News</strong>&lt;br&gt;Read Chapter 9: Managing Groups &amp; Teams&lt;br&gt;Read Article: The Employee Engagement Movement&lt;br&gt;Case Assignment Due: Dave Armstrong</td>
<td>Video: The Magic of We Team #3 Case Presentation: Dave Armstrong</td>
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<td>7</td>
<td>10/8</td>
<td><strong>Research Business News</strong>&lt;br&gt;Read Chapter 10: Conflict &amp; Negotiations&lt;br&gt;Case Assignment Due: GE’s Two-Decade Transformation: Jack Welch’s Leadership</td>
<td>Team #4 Case Presentation: GE’s Two-Decade Transformation - Jack Welch’s Leadership</td>
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<tr>
<td></td>
<td>10/10</td>
<td><strong>Research Business News</strong>&lt;br&gt;Read Chapter 11: Making Decisions&lt;br&gt;Case Assignment Due: Managing Diversity at Cityside Financial Services</td>
<td>Team #5 Case Presentation: Managing Diversity at Cityside Financial Services Lecture: A Winning Business Plan</td>
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<tr>
<td></td>
<td>10/17</td>
<td><strong>Research Business News</strong>&lt;br&gt;Read Chapter 12: Leading People Within Organizations&lt;br&gt;Read Article: T-P Global Workforce Study&lt;br&gt;Case Assignment Due: Mt. Everest 1996 Prep for Team Exercise #4a: Do the prep no later than today, including, purchasing the simulation, registering for the simulation exercise (on the HBSP site), and viewing the intro videos.</td>
<td>Team #6 Case Presentation: Mt. Everest 1996 Exam II Review: Case – Martha McCaskey (bring case to class)</td>
</tr>
<tr>
<td>9</td>
<td>10/22</td>
<td><strong>Research Business News</strong>&lt;br&gt;Bring laptop computer to class. And make sure it works on the classroom WiFi before coming to class.</td>
<td>Team Exercise #4a: Leadership &amp; Team Simulation – Mt. Everest</td>
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<tr>
<td></td>
<td>10/24</td>
<td><strong>Research Business News</strong></td>
<td>Team Exercise #4b: Leadership &amp; Team Simulation – Mt. Everest – debrief Lecture: Shift Happens</td>
</tr>
<tr>
<td>Week</td>
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<tr>
<td>10</td>
<td>10/29</td>
<td>Explanation: AES paper assignment Team Project Work Day</td>
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<td></td>
<td>10/31</td>
<td>EXAM II Harvard Business School Publishing case – Martha McCaskey Bring Blue Book to class</td>
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<tr>
<td>11</td>
<td>11/5</td>
<td>Research Business News Read Chapter 13: Power &amp; Politics Case Assignment Due: Royal Dutch Shell in Nigeria</td>
<td>Video: Bush / JFK Team #7 Case Presentation: Royal Dutch Shell in Nigeria</td>
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<tr>
<td></td>
<td>11/7</td>
<td>Research Business News Read Chapter 15: Organizational Culture Case Assignment Due: Oil &amp; Wasser</td>
<td>Video: Ben &amp; Jerry’s Ice Cream Team #8 Case Presentation: Oil &amp; Wasser</td>
</tr>
<tr>
<td>13</td>
<td>11/19</td>
<td>Research Business News</td>
<td>Guest Lecturer: TBA Lecture: Systems Thinking</td>
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<tr>
<td></td>
<td>11/21</td>
<td>Research Business News AES Paper Due: Submitted on Canvas and in class (printed and stapled copy)</td>
<td>Class Exercise: AES board meeting</td>
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<tr>
<td></td>
<td>11/28</td>
<td>NO CLASS – THANKSGIVING HOLIDAY</td>
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<tr>
<td>15</td>
<td>12/3</td>
<td></td>
<td>Teams 1-4 Project Presentation</td>
</tr>
<tr>
<td></td>
<td>12/5</td>
<td>Team Projects Due: On Canvas and bound (in class) Confidential Team Project Evaluation Forms Due: Submitted on Canvas</td>
<td>Teams 5-8 Project Presentation</td>
</tr>
</tbody>
</table>

Note: All of the above policies and schedules are subject to change if the instructor deems it necessary. Any changes will be announced in class and in writing, and will take precedence over any other communications.