MAN 320F (04745)
Foundations of Organizational Behavior and Administration
Spring 2014

Instructor Information

Instructor: Mihran Aroian
Class Time: T/Th, 12:30 – 2:00 pm, UTC 2.102A
Office: GSB 5.124H
Office Hours: T/Th, 9:00 am – 11:00 am, or by appointment
Telephone: (512) 471-5912
E-Mail: mihran.aroian@mccombs.utexas.edu
TA: Lindsay Redd – contact via Canvas
TA Office hours Wednesday 3:30-5:30 pm in GSB 5.124h

Required Course Materials

• An i>Clicker that will be used as a classroom response system. This can be purchased at the Coop. Read instructions on page 3 on how to register your clicker for this class.
• Harvard Business School Cases. Available only at the McCombs Copy Center (GSB 3.136). There are 3 copies on Reserve at the PCL Library.
• Subarctic Survival Situation Participants Booklet – SM 15101. Available only at the Coop.
• Additional materials will be distributed on Canvas.

Course Description

This upper-division course is designed for non-business majors. The course is structured to provide students with an introduction to management of organizations and organizational behavior. A broad perspective of behavior in organizations will be covered. By the time you graduate, you can expect to experience continued restructuring, downsizing, re-engineering, entrepreneurial growth, intense competition, technological change and an expanding web of international linkages among firms. Hence, an important focus of this course is the application of principles and concepts, (such as motivation, team effectiveness, decision-making and org culture) relevant to managing and leading people in dynamic organizations. We will undertake several exercises to grow your leadership, management and people-related skills. Emphasis is placed on the importance of ethical leadership in organizations that helps leaders understand and manage their business with integrity.

Course Objectives

1. Provide an introduction to the management of human behavior in organizations by exploring concepts and information associated with the process of growing strong and sustainable organizations and the behavior of the individuals and groups within the organizational setting.
2. Explore the management functions of planning, organizing, leading, and controlling at the individual, group, and organizational level.
3. Apply organizational behavior and management theories to practice in the classroom, organization, and society through readings and cases from modern management literature. We will learn how to deal with the problems that managers encounter in real-life business situations.
Grading

The course grade will include the following components:

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<tr>
<th>Item</th>
<th># of Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>60</td>
<td>15%</td>
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<tr>
<td>Exam #2</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Final Exam - Cumulative</td>
<td>140</td>
<td>35%</td>
</tr>
<tr>
<td>Four Writing Assignments (20 each)</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>Personality Test Paper</td>
<td>10</td>
<td>2.5%</td>
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<tr>
<td>Academic Honesty Commitment</td>
<td>10</td>
<td>2.5%</td>
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<tr>
<td>TOTAL</td>
<td>400</td>
<td>100%</td>
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The course grade will be computed as follows:

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<tr>
<th>Letter Grade</th>
<th>Low Range</th>
<th>High Range</th>
<th>Letter Grade</th>
<th>Low Range</th>
<th>High Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>376</td>
<td>400</td>
<td>C</td>
<td>294</td>
<td>306</td>
</tr>
<tr>
<td>A-</td>
<td>360</td>
<td>375</td>
<td>C-</td>
<td>280</td>
<td>293</td>
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<tr>
<td>B+</td>
<td>347</td>
<td>359</td>
<td>D+</td>
<td>267</td>
<td>279</td>
</tr>
<tr>
<td>B</td>
<td>334</td>
<td>346</td>
<td>D</td>
<td>254</td>
<td>266</td>
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<tr>
<td>B-</td>
<td>320</td>
<td>333</td>
<td>D-</td>
<td>240</td>
<td>253</td>
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<tr>
<td>C+</td>
<td>307</td>
<td>319</td>
<td>F</td>
<td>0</td>
<td>239</td>
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Final Grades: Grades will be posted on Canvas and you are welcome to raise questions about potential data entry or calculation errors with the TA or myself. However, the final grade assigned in the course is an informed and final evaluation and not open for discussion or negotiation. Any lobbying efforts (i.e. asking for a higher grade because you want one, need one, etc.) will not be accepted. To make your desired grade in this course, your exam scores and assignments must earn the points tied to the grade-level standards indicated above. Please note that I am basing grades on your outputs, not on your effort and/or improvement during the course of the semester. The grade you receive is the grade you earn.

To respect each student's privacy, individual grades are never discussed over email or phone. You may email the TA to initiate an investigation into missing/incorrect grades, but to verify grades, please see the TA or instructor in person.

Discussion Board on Facebook

You know how two minds are better than one? Well 300 minds can be quite amazing if we pool our collective knowledge. I would like to try this class-related discussion on Hoot.me this term. The objective of the hoot.me page is to supplement our classroom experience with an opportunity for you to ask and receive responses to concepts and topics that may be of interest to the entire class. Naturally, visiting during office hours is another opportunity to discuss these issues.

To add the app to your Facebook page, simply go to https://hoot.me/5A5MDNw6E. If you do not have a Facebook account, you can access hoot from inside Canvas where you will see a link on the left navigation bar. Hoot.me is a Facebook-based question-and-answer platform specifically designed to get you answers fast. They support LaTeX, code formatting, embedding of images, and attaching of files. The quicker you begin asking questions on Hoot.me (rather than via individual emails to a classmate or one of us), the quicker you'll benefit from the collective knowledge of your classmates and instructors. We encourage you to ask questions when you're struggling to understand a concept. If you're not struggling
we encourage you to answer questions! Don’t worry – you don’t have to “friend” the TA or me to use this. Lastly, please make sure you are asking clear questions that get quality conversations started. I don’t consider “I’m so lost in this course!” to be a meaningful contribution to the discussion group.

Exams:

All exams are multiple-choice and will cover material discussed in class along with the associated readings. The first two exams are not cumulative and will contain 50-60 questions. The final exam is cumulative with most of the emphasis on the last third of the course. The final exam will have approximately 100 questions. A study guide will be provided for each exam.

As a rule, exams are designed to test your understanding and application of course material. Rarely will you see any definition type questions although if you have heard something in multiple lectures, this should be an indication as to its relative importance to the overall course. Often times, questions will consider if you can compare and contrast some material between our lectures, readings and cases. I may be looking for ways that you can evaluate a theory or concept discussed in relation to one or more cases that we have presented. In addition, I will be testing to see if you can apply what we have learned to both new and existing situations. In summary, I will be assessing to see your knowledge of the fundamentals of this class and your ability to apply this knowledge.

The following rules are key to exam efficiency in a large class. Due to the large class size, make-up exams will not be available except in exigent circumstances. Students requiring accommodation for exams must present their accommodation letter to me as soon as possible before an exam. No exceptions will be made to the final exam schedule printed in the Course Guide. Since no make-up or alternative exams are offered, if you cannot take the scheduled exams, it is recommended that you not take this section of MAN 320f.

The following rules apply to all exams:

- Clear your desk of all belongings except for pencils and photo ID. Store all belongings along the perimeter of the classroom.
- Cell phones and computers must be stored and put away.
- A photo ID is required to take the exam.
- There are no exceptions to the above rules. Noncompliance may result in a zero on the exam.
- If English is not your native language, you may bring a hard copy dictionary to the exam but you are required to sit in the first row. No cheat-sheets should be in your dictionary.

Please accept the responsibility of aggressively avoiding ANY behavior that may appear to be cheating. Keep your Scantron sheet covered and your eyes on your paper. Ball caps must be turned backwards during the exam and may be inspected.

Should any exam proctor observe a student behaving in a way that arouses their suspicion, they may ask the student to move to the back of the classroom to complete the exam and will ask the student to speak with me after class. This is not an accusation. I will merely ask for an explanation of what was observed. I will refer any suspected violations to the Office of the Dean of Students – Student Judicial Services for investigation.

Exams will be available for review during TA and instructor office hours only. Exams will not be returned for you to keep. You may take up to two weeks after an exam grade has been posted to come to the office to review it. After that period of time, all exams will be filed away and may not be reviewed or questioned. At no point in time are you allowed to remove exams from the office or copy in any way exam questions or answers.
**i>Clicker**

To register your i>Clicker:

1. Go to www.iclicker.com
2. Click "Register your i>clicker."
3. Enter your First Name, Last Name, UT EID, and Remote ID (the ID on the back of your clicker). If the Clicker ID has been rubbed off, come see me and I can scan your clicker to obtain the ID.
4. Type the verification word or number in the image.
5. Click Enter.
6. A verification page appears. Review the information and click Submit.

I suggest that you bring your i>clicker to every class session. If we are doing a case in class, we will always use the i>clicker. Using another person’s i>clicker or having more than one clicker in your possession will be considered academic dishonesty.

I think that you will find the case studies to be both a great learning opportunity and very entertaining. During the case study, I will ask a series of questions to the class and it is thought provoking to see how the class responds to these case questions.

At the end of the semester, if your final grade is within 1.0 point (out of 400 total points) of a higher letter grade, I will upgrade your course grade if you responded to 60% of the i>clicker questions asked over the course of the semester.

**Writing Assignments:**

We will have four essay papers to write for this class. The purpose of these essays is to reinforce recently covered material. By having to use your own words to discuss course material will allow you to keep the material fresh in your mind and provide you with an assessment with your understanding of course material. Some of the writing assignments will ask you to apply the material to a new scenario to assess your ability to properly apply these concepts. These are individual assignments to be completed without outside assistance. The essay question will be posted to Canvas one week before the due date. We will grade these papers in class on the appointed day. Please follow these directions carefully:

- All submitted papers must be uploaded to the appropriate assignment section on Canvas prior to class. Papers will only be accepted if delivered in one of the following formats: .doc, .docx, .rtf or .pdf.
- Bring a hard copy to class on the due date by the beginning of class period. If you are more than 10 minutes late to class, points will be deducted. If you cannot attend class due to a legitimate reason, contact the instructor or TA in advance. In most circumstances, we will gladly accept your paper if you have a legitimate reason. Do not have a friend bring your paper on your behalf, as this is not acceptable. In order to receive the maximum credit, you must bring your own paper to class and participate in the grading process.
- Staple one blank sheet to your paper before submitting your paper in class.
- Turn in your paper to one of the class proctors so that it will be distributed randomly during the grading exercise. If you hand your paper to a friend to grade, this will be considered academic dishonesty.
- A paper is considered late if it does not meet both conditions (uploaded to Canvas in the proper format and hard copy brought to class). Late papers will not be accepted.
- All papers submitted must only include your UT EID. There should be no names on your paper.
- All papers must be one-page in length, typed, single-spaced, 12 point font, one inch margins, and have one blank page stapled to the hard copy. If you need to include a works cited or bibliography, please attach this as a separate page and it will not be counted towards the one-page limit.
- Failure to comply with any of the above conditions will reduce your grade.
We will grade these papers together in class. Each paper will be read by two independent students and your grade will be an average of the two grades. I will provide a detailed grading rubric during class and we will grade them together. The TA and I will review a sample of the papers submitted and reserve the right to change the grade based upon our reading of your paper. I am happy to discuss a paper grade with you. Talking to me about your graded assignments is a great way to learn how to improve throughout the semester. This is also a great way for you to learn how a well written paper should be written as you will have an opportunity to read several papers and follow the same grading outlines that your instructor would use to assess a given writing assignment.

Graded papers will be returned during class time. If you forget to pick up your paper or were unable to come to class the day they were returned, they are available for you to pick up. If you go to the entrance to the Management Department office on the fourth floor of CBA, just across from the entrance is a bookcase. The bookcase has wooden boxes to hold papers so look for my name with MAN 320f and you will see the stack of papers that were not picked up in class. There are also copies of the grading rubric for you if you lost yours.

If you wish to have a graded paper reconsidered, you must submit a written statement outlining your reasons along with your graded paper. Basically, your written statement should be in the form of a rebuttal. Please write your name and e-mail address on your rebuttal. Staple this statement to your graded paper and bring it to me during class or office hours. This allows you to make your best case for a higher grade. In order for the assignments to remain fresh in both of our minds, you must submit this appeal within 10 days of receiving the grade. The ten-day period will begin on the day the grade is posted on Canvas. Based upon my re-reading of your paper, your grade may increase, decrease or stay the same. If you are not confident of your writing ability, I suggest that you take your paper to the Undergraduate Writing Center prior to submission.

A special note about plagiarism. If you use text from any source, you are required to provide proper attribution. Personally, I do not think that you need to copy text from another source as I prefer that you use your own words and analysis for any submitted work. However, if you do use published material from any source, make sure that you properly cite the material otherwise it will be considered plagiarism. This includes material copied from the textbook, Harvard Business Case, published articles, or even the Internet. You will find that I am very strict on this point. If you copy any material, make sure you properly cite it. On Canvas, you will find a folder titled “Proper Citation Techniques” to help guide you with proper citation techniques. You can also seek assistance from me, the TA, or the Undergraduate Writing Center.

Case Study Homework

Your homework assignment prior to class is to read the case! During case study days, I will ask that you sit with your pre-assigned teams to discuss various questions that I will provide at the start of class. If you do not read the case, it will be difficult for you to participate in these discussions. Please make sure to bring your i>clicker to class as it will always be used on case days. The case method is one of the most effective means of management education. It is widely used in schools of business 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. Therefore, my role will be to steer us toward identifying several possible scenarios that would deal effectively with the problems presented in the case. (This section is based on a note that was prepared by Dan. R.E. Thomas. It is intended solely as an aid to class preparation.)

**Personality Test**

Your assignment is to take a Myers-Briggs Personality test. The test is free and will place you in one of sixteen personality types. The test will take no more than 15 minutes to complete and will provide you with a sense of your personality and what works and doesn’t work for you. The test is only as accurate as your honest answer to each question. Your homework assignment consists of the following:

1. Complete the personality test online at [http://similarminds.com/myers-briggs-jung.html](http://similarminds.com/myers-briggs-jung.html) You will see some advertisements when you go to this page. Simply answer the first question (what is your gender) then it will walk you through the rest of the questions. Make sure you record what personality type you are based on the test. This will be a four-letter acronym.

2. Once you know your personality type, go to [http://www.personalitypage.com/high-level.html](http://www.personalitypage.com/high-level.html) and you will see a high level description of each of the 16 personality types. Click on your personality type and read the detailed description.

3. Write up your report, bring a hard copy to class, and upload to Canvas, by the beginning of class on the due date, a one-page summary that includes the following information:
   a. Name, UT EID, Date and “Personality Test” at the top of the paper.
   b. Provide the personality type that you were given by the test.
   c. Write what you learned about yourself.
   d. Write what you agree or disagree with based upon the detailed description of your personality type.
   e. Your write-up should be one-page, single space, one-inch margins and 12 point font. Please put some real effort into your write-up. Do not copy the high level description into your paper.
   f. Bring a hard copy to class and upload your paper to the appropriate section on Canvas by the start of class on the due date in one of the following formats: .doc, .docx, or .pdf. Late papers will not be accepted. A paper is considered late if it is not uploaded to Canvas and a hard copy brought to class.

**Academic Honesty Commitment**

Due to past circumstances, I want us all to be perfectly clear that academic dishonesty will not be tolerated. I have uploaded a one-page document on Canvas titled “Academic Honesty Commitment” that you have the option of signing and receiving credit for in this class. The document acknowledges that you have read the syllabus and that you have been made aware of the most common forms of academic dishonesty in this class. Whether you sign the document or not, you will still be held to the same standard. The due date for this assignment is listed on the course schedule and is due at the beginning of class. To receive credit, download the Academic Honesty Commitment, type in your name, UTEID, and date, then upload the document to Canvas. Late submissions will not be accepted.

**Extra Credit**

You may earn up to 3% extra credit that is added to your overall course grade. The first two options the maximum extra credit that can be received is 2% (8 points) and the third option can provide a maximum of 3% (12 points) extra credit. The three options are (1) participating in approved research studies during the semester or (2) writing a one-page paper based on your attendance to a classical music concert or (3) responding to 3 brief essay questions as described below. I may also post other opportunities for extra credit on Canvas.

Option 1: Maximum extra credit is 2%. Announcements regarding research studies will be posted through Canvas. In order to receive the full 2% credit, you will need to participate in two study-hours. Some studies are one-hour in length and some are two-hours in length. These studies are conducted by
different faculty in the Management Department. They will send me your extra credit points at the end of the semester.

Option 2: Maximum extra credit is 2%. To obtain the extra credit via option 2, you are to attend one classical music concert at the UT Butler School of Music by the due date listed on the course schedule. No jazz, no rock, no reggae, no hip-hop -- just classical music -- you know, the boring stuff written by people like Mozart, Bach, Beethoven. Any of the classical music events listed under the “Get All Events” section on the http://www.music.utexas.edu/calendar website automatically qualify as an extra credit event. Over half of the events are free of charge and the schedule is constantly updated. You must submit a maximum one, single-space page, analysis of how organizational behavior has a role in this concert by the due date listed on the course schedule. You must attach either your ticket stub or concert program as proof of your attendance.

Option 3: Maximum extra credit is 3%. To obtain the extra credit via option 3, you will need to complete three brief essay questions at login.cengagebrain.com. You will need the access code that came with your new textbook (used textbooks will have an invalid code) to use this service when you create a new account. You will also need the following course key: 2fwynnjw26b3. In order to receive credit for each essay, you will need to receive a score of 1.5 (out of 5 points) for each essay question. You will have a choice of 5 essay questions. You have up to 3 submissions for each essay. After each submission, the software will provide some feedback on how to improve your paper. For more information, read the documents titled “Extra Credit – Write Experience.”

You may only do option 1, or option 2, or option 3 for extra credit. Doing more than one is not permitted.

Attendance

 Reliable and punctual attendance is critical in the workplace. Walking in after the start of class and/or getting up and leaving in the middle of class before you are excused is extremely rude, disruptive and disrespectful to your professor and to all of your classmates. As a business class, this course is designed as an opportunity to begin to practice good business habits.

As a rule, I do not post my lecture notes or case presentations on Canvas. If you want to learn the material presented in class, you need to be present. The ONLY time an absence can be exempt from this policy is for observance of a religious holy day (see University policies below) or in the case of exigent circumstances. Exigency is defined as any situation that causes you to become physically or emotionally unable to attend class, as judged and documented by the Office of the Dean of Students. If you think your physical illness or emotional duress might qualify as exigency, please request a letter from your doctor and make an appointment with Services for Students with Disabilities or the Counseling and Mental Health Center. I must receive an accommodation letter authorized by the Dean of Students in order for you to be exempt from the attendance policy. If you feel you are eligible for an excused absence, you must receive my approval, in advance. If for some reason you cannot receive advance approval, due to an extreme emergency, you must notify me of the situation and receive approval immediately after the absence. Waiting until the end of the semester is too late.

This course is intended for registered students listed on the course roster. Professional note-takers are strictly forbidden from attending the class. You may tape record the lecture, but you are to use the tapes only for your own personal educational benefit.

Communication

Canvas is a course requirement. You are required to check Canvas regularly for notices, class changes, and grades. E-mail and attending office hours are the preferred methods of communication. Please consult the TA or me with questions regarding exams, grades, attendance, and other general class concerns. You may address any member of the teaching team (preferably in e-mail or during office hours) with questions regarding how to apply class topics in the real world or to discuss any personal management dilemmas, concerns, or issues. You are also welcomed and encouraged to come to my office hours to simply introduce yourself and chat.
E-mails to any member of the teaching team will generally be answered within two business days. Remember to consider the audience in your e-mail communication. Please keep e-mails professional, polite, and to the point. **Due to privacy rules, grades cannot be discussed via phone or e-mail.** Please come in during office hours or make an appointment with a member of the teaching team to discuss specific grades.

In many cases, your classmates already know the answer to your question. Feel free to use the hoot.me application to ask your classmates. You will most likely get a quicker response.

**Classroom Professionalism Policies**

Your questions and observations are welcome during lecture. In fact, I particularly enjoy and encourage classroom discussions. Please feel free to ask for clarification if something said does not make sense to you. You may also e-mail me with questions you would like addressed in the next lecture. If I determine you need more individual attention, I may ask that you see me after class or in office hours in order to meet your specific needs more appropriately.

In an effort to create a classroom environment in our large lecture hall that remains conducive to learning, please remember to follow these rules every day:

- If you use a laptop to take notes, you are welcome to use one in class. If you want to be treated as an adult, then use your laptop for professional and academic purposes. Facebook does not qualify!
- Please silence your cell phone. Please do not take any calls in the classroom. If you are expecting an important call, sit by an exit and step outside to take it.
- Put away materials not related to our class – keeping your attention on the lecture helps you and helps me.
- Avoid side conversations during lecture, class activities, and while students are asking questions.
- Come to every class, on time and prepared.
- Give each other our best effort at all times.
- Canvas is required for this course. Look at Canvas announcements weekly for updates and important class notice. It is your responsibility to check Canvas regularly.
- Students must respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance or disrespect for the views of others is unacceptable.
- If you have concerns, suggestions, or feedback about any aspect of this class, please voice them to me. You can always talk with me during office hours or by scheduled appointment.
- 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.
- I generally do not post lecture notes or slides on Canvas. Many class concepts are discussed in lecture and are not covered in the textbook making your class attendance important to understanding all of the material that will be assessed. Learning to take good notes is important.

**University Policies Relevant to MAN 320F Students**

**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, [http://www.utexas.edu/diversity/ddce/ssd/](http://www.utexas.edu/diversity/ddce/ssd/).

**Religious Holy Days**

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

Campus Safety
Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety:
• Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
• Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
• Students requiring assistance in evacuation should inform the 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: http://www.utexas.edu/emergency.

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.

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. 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 an instructor.

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.

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 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 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.

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.

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.
**Course Schedule - MAN 320F**

Any changes to the course schedule will be announced in class and posted on Canvas

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Reading/Homework</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan 14</td>
<td>Course Introduction and Syllabus</td>
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<tr>
<td>Jan 16</td>
<td>ORGB Chapter 1 &amp; 2 – textbook</td>
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<td>Organizational Behavior – who, what, why and when</td>
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<td>Challenges for Managers</td>
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<td>Jan 21</td>
<td>ORGB Chapter 3 – textbook</td>
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<td>ORGB Chapter 4 – textbook</td>
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<td>Individual Processes and Behavior – why we care about</td>
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<td>understanding the individual</td>
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<td>Jan 23</td>
<td>Subarctic Survival Situation (booklet required from</td>
<td>Part 1 and Part 2 in-class</td>
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<td>Coop) – bring calculator to class</td>
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<td>Introduction to teams and team effectiveness</td>
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<tr>
<td>Jan 28</td>
<td>Subarctic Survival Situation (continued)</td>
<td>Upload Academic Honesty Commitment</td>
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<td>The results and lessons from team effectiveness</td>
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<td>Jan 30</td>
<td>ORGB Chapter 5 - textbook</td>
<td>Personality Test Paper</td>
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<td>Motivation at work – concept, theories and application</td>
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<td>Feb 4</td>
<td>Conflict on a Trading Floor (A) – Harvard case study</td>
<td>Writing assignment #1</td>
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<td>Introduction to decision-making</td>
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<td>Writing Assignment #1</td>
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<td>Feb 6</td>
<td>ORGB Chapter 9 – textbook</td>
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<td>The Army Crew Team – Harvard case study</td>
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<td>Designing High Performing Teams</td>
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<td>Feb 11</td>
<td>Lincoln Electric case study – Harvard case study</td>
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<td>The application of teams and motivational theories</td>
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<td>Feb 13</td>
<td>Exam</td>
<td>Exam 1</td>
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<td>Feb 18</td>
<td>Blue Ocean Strategy – Read Chapter 1 only. Available on Canvas.</td>
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<td>ORGB Chapter 6 (this is in the back of the book and was added</td>
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<td>Lecture – Introduction to Management and Organizational</td>
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<td>Strategy</td>
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<td>Feb 20</td>
<td>Cola Wars Continue: Coke and Pepsi – Harvard case study</td>
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<td></td>
<td>Implementing and controlling organizational strategy</td>
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<td>Feb 25</td>
<td>Paul Levy: Taking Charge of BIDMC – Harvard case study</td>
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<td></td>
<td>Developing organizational strategy</td>
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| Feb 27     | Writing Assignment #2  
Reading - *The World is Flat* – available on Canvas  
Globalization and Organizational Structures |
| Mar 4      | Guest Speaker – Dr. Barry Bales, LBJ School of Public Affairs – Systems Thinking to organizational design |
| Mar 6      | AES Corporation – Case study  
Teams, influence, organizational structure, motivation beyond intrinsic rewards, and creative management  
Note: case study is posted on Canvas not in course pack |
| Mar 10-14  | Spring Break |
| Mar 18     | ORGB Chapter 12 – textbook  
Leadership theories and application  
GE’s Two-Decade Transformation – Harvard Case |
| Mar 20     | Apple Computer – Harvard Case study  
Leadership and transformational organizational change |
| Mar 25     | Management Strategies Lecture – lessons from entrepreneurial start-ups and venture capital |
| Mar 27     | Exam 2 – material covered since exam 1 |
| Apr 1      | ORGB Chapter 13 - textbook  
Effective negotiation  
Reading - Six Habits of Merely Effective Negotiators- – article on Canvas  
Job negotiation in-class exercise – materials to be handed out in class |
| Apr 3      | Managing Diversity at Cityside Financial Services Case Study– Harvard case study  
The benefits and challenges of diversity  
Guest Speaker – Lisbon Berry |
| Apr 8      | ORGB Chapter 16 – textbook  
Organizational culture and control  
Oil and Wasser Case Study– Harvard case study |
| Apr 10     | Writing Assignment #3  
Effective decision making by groups and individuals  
ORGB Chapter 10 - textbook  
Dave Armstrong Case study (A) – Harvard case study |

Writing assignment #2  
Exam 2  
Writing assignment #3
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Apr 15</td>
<td>Organizational ethics and ethical decision making</td>
<td>MBA Hacker Case (on Canvas)</td>
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<td>Vanatin Case (on Canvas)</td>
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<td>Chapter 1 – Blind Spots (on Canvas)</td>
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<td>Apr 17</td>
<td>Martha McCaskey – Harvard case study</td>
<td>Application of organizational ethics</td>
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<td>Apr 22</td>
<td>Mt Everest 1996 case study– Harvard case study</td>
<td>High performing teams and managing in times of crisis</td>
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<td>Apr 24</td>
<td>Writing Assignment #4</td>
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<td>Organizational citizenship and social responsibility</td>
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<td>Royal Dutch Shell – Harvard case study</td>
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<td>Read the sections on Social Responsibility</td>
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<td>Apr 29</td>
<td>ORGB Chapter 18 – textbook</td>
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<td></td>
<td>Organizational change and transformation</td>
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<td>May 1</td>
<td>Lecture – The Meaning of Life: A Twelve Step Program</td>
<td>Extra Credit due</td>
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<td>As of this time, the final exam has not been set by the Registrar.</td>
<td>Final exam - Cumulative</td>
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<td>As soon as I become aware of our scheduled final examination date/</td>
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<td>Thursday, May 8, 2:00-5:00 pm</td>
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**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 on Canvas, and will take precedence over any other communications.
Case Study Preparation Questions: Consider these questions as you read over each case study.

**Conflict on a Trading Floor**
1. What are the stakes for the protagonist in “Conflict on a Trading Floor?”
2. What options are available?
3. Which would you choose?

**The Army Crew Team**
1. Why does the Varsity team lose to the JV team?
2. What should Coach P. have done differently earlier in the season to resolve this problem?
3. At the end of the case, what action should Coach P. take on Tuesday?

**Lincoln Electric**
1. How would you describe Lincoln's approach to the organization and motivation of their employee?
2. What role do you think this approach has played in Lincoln's performance over the last 25 years? Have any other factors been more important?
3. What is the applicability of Lincoln's approach to motivation to other companies and situations?

**Cola Wars Continue: Coke and Pepsi**
1. Why, historically, has the soft drink industry been so profitable?
2. Compare the economics of the concentrate business to that of the bottling business. Why is the profitability so different?
3. How has the competition between Coke and Pepsi affected the industry’s profits?
4. Can Coke and Pepsi sustain their profits in the wake of flattening demand and the growing popularity of non-CSDs?

**AES Corporation**
Think about one of the three positions outlined below. Come to class prepared to defend your position. The position you argue for will need to be from the perspective of you as a director on the Board of Directors trying to convince the other directors that your position should prevail.

1) Status quo – You should argue for the founders to be left in place and any changes made will be left up to the founders. No changes will be dictated by the Board.

2) Keep founders, but changes need to be made – You should argue for the founders to be left in place but you should also argue that changes need to be made. It is not necessary for you to redesign the company here unless it is for the purpose of making your point about change; just present the reasons why additional changes are necessary.

3) Fire the founders, and changes need to be made – You should argue for the founders to be fired by the Board and be replaced by a new Chairman and a new CEO. You should also argue that changes need to be made. It is not necessary for you to redesign the company here unless it is for the purpose of making your point about change; just present the reasons why additional changes are necessary. Your argument should draw on the facts presented in the case study, along with the concepts you have learned in this course.

In addition to the above, think about the following two questions.
1. From strictly a management position, what have been the key policies and procedures that allowed AES to be successful for 25 years?
2. Prior to the current crisis, what have been the key strengths, weaknesses, opportunities and threats that AES has faced?
Apple Computer
1. Historically, what were Apple’s major competitive advantages?
2. Analyze the structure of the PC industry. How have the dynamics of the PC industry changed? Are the dynamics favorable or problematic for Apple?
3. Has Apple finally solved their long-standing problems? Is the company sustainable?
4. With Steve Jobs having passed away, does Apple require a charismatic leader to continue their long-term growth?

GE’s Two Decade Transformation: Jack Welch’s Leadership
1. How does such a large, complex diversified conglomerate defy the critics and continue to grow so profitably?
2. How has Welch’s various initiatives added value?
3. What is your evaluation of Welch’s approach to leading change? How important is he to GE’s success? Will it be easy to replace him?

Cityside Financial Services
1. What is the root cause of the problems that Cityside Financial Services are encountering?
2. What needs to change in each organization to address these problems?
3. Should organizations aspire to be culturally diverse and, if so, why?

Oil and Wasser
1. Describe their organizational cultures, and the way they go about leadership development?
2. What factors (i.e., personal, organizational, cultural) might be involved in producing the tension between Michael Brighton and Dieter Wallach?
3. What recommendations would you make concerning the requested leadership development plan?

Mount Everest – 1996
1. Why did this tragedy occur? What is the root cause of this disaster?
2. Are tragedies such as this simply inevitable in a place like Everest?
3. What is your evaluation of Scott Fischer and Rob Hall as leaders? Did they make some poor decisions? If so, why?

Dave Armstrong
1. What will Dave Armstrong do?
2. What criteria did you evaluate and how did you reach your decision?

Royal Dutch Shell in Nigeria
1. Why has Shell become the subject of criticism and controversy?
2. During its time in Nigeria, what, if anything, should Shell have done differently?
3. What is your appraisal of Shell’s stated business principle of noninvolvement in political matters?
4. As Brian Andersen, what would you recommend to Shell’s Committee of Managing Directors regarding the death sentence for Saro-Wiwa and his co-defendants? What, if anything, would you do personally about this matter?
5. What advice would you give Shell’s leadership going forward?