MANAGEMENT 336: ORGANIZATIONAL BEHAVIOR
Spring 2014

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Course Overview

Business organizations of all types face an array of challenging management issues. Examples include developing strategies for winner-take-all-competitive markets, creating and sustaining a corporate culture, managing conflict and political struggles between individuals and organizational units, motivating employees, and dealing with an increasingly diverse and global workforce. Such challenges and how managers can deal with them are the focus of this course.

This advanced survey course has three major components. The first component focuses on the overall architecture of an organization – its strategy, structure and culture. Issues that we will explore include:

• What types of strategies and goals do organizations adopt?
• What types of organizational structures exist and how can different aspects of an organization’s structure promote (or undermine) its chosen strategy?
• How do you identify an organization’s culture? How does the organization’s culture shape people’s goals and their decisions and actions on the job?
• What are the advantages and disadvantages of using culture as a means of guiding people’s behavior in organizations (as opposed to relying on formal authority and rules)?

In the second component, we will learn about leadership and group-level dynamics. Some issues that we’ll explore include:

• How does an organization’s strategy and culture affect leaders’ ethical positions on issues?
• What are the different ways that people and groups acquire power in organizations?
• What kinds of influence tactics can people use to persuade others to support their ideas?
• What are the critical factors to consider when designing and leading a team?

The third component focuses on sharpening certain competencies that leaders rely on every day. For example, we will explore how to motivate individuals to perform effectively, how to evaluate other’s performance accurately and give constructive feedback, how to be an effective leader or member of a team, and how to negotiate successfully.
This course will introduce you to some of the central theories and frameworks in management theory, and will tie them to concrete organizational situations (as reflected in readings, exercises and cases). Critically, this course will provide you with a basis for understanding and evaluating organizations and their management practices. Such knowledge is relevant regardless of whether you aspire to a management position. An understanding of general management issues is important for anyone who plans to work within an organization, as career success largely hinges on your ability to accurately read and respond to the “bigger picture” that you are operating in. For example, investment bankers, financial analysts, and accountants require sophisticated knowledge of organizations in order to make wise decisions within their respective responsibilities.

My specific goals for this course are to help you:
- Lead high performing individuals by developing your understanding of individual and interpersonal behavior, including your own
- Lead high performing groups by exposing you to theoretical and practical knowledge of group dynamics and effective team building
- Apply critical reasoning techniques to analyze and respond to different management problems

Course Material


- **Course Packet (CP):** MAN336 course packet will be bundled with the textbook. Available at the University Co-op.

- **Canvas (CV):** Additional reading and materials will be posted on Canvas

- And most importantly, your experience, insight and curiosity 😊

Grading

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

Exam 1, 2 & 3 30% (10% each)
Reflection papers (2) 20% (10% each)
Class preparation & contributions 20%
Team project 30%

Grading is based strictly on mastery of course material. No “curves” will be used. Letter grades will be assigned as follows:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92.99</td>
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<td>B+</td>
<td>86.67 – 89.99</td>
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<td>B</td>
<td>83.33 – 86.66</td>
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<tr>
<td>B-</td>
<td>80 – 83.32</td>
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<tr>
<td>C+</td>
<td>76.67 – 79.99</td>
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<td>C</td>
<td>73.33 – 76.66</td>
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<td>C-</td>
<td>70 – 73.32</td>
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<td>D+</td>
<td>66.67 – 69.99</td>
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<td>D</td>
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<td>F</td>
<td>Below 60</td>
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<td>D-</td>
<td>60 – 63.32</td>
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Individual Work

Examinations (30%)

Exam Dates:
- Exam #1 – Feb 10th. The first exam will cover material through week 4
- Exam #2 – March 24th. The second exam will cover material from week 5 to week 10
- Exam #3 – April 30th. The third exam will cover material from week 11 to the end of the course (not cumulative.)

There will be three in-class exams. All examinations are closed-book exams and will contain a blend of multiple choice, fill-in, and short-answer questions. If you have a legitimate reason for not being able to attend a scheduled exam, I can arrange for you to take the exam on an alternate day/time before the designated exam date. Re-scheduling must occur more than 1-week in advance. Absolutely no make-up exams will be administered, except under conditions of completely documented emergencies. Also note that the university provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, or 471-4641.

Individual Insight Papers (20%)

Insight Paper Due Dates:
- Insight Paper #1 – Feb 24th
- Insight Paper #2 – April 14th

*Please drop off a hard copy of the paper in my mailbox outside the 4th floor Management Dept. reception area. Papers are due by 1pm on the due date. Late papers will not be accepted.* If you are going to be late or absent, please email me in advance of class to make alternative arrangements.

You will be responsible for two short insight papers during the semester. In the first paper you will analyze the strategy, structure & culture of an organization and evaluate its effectiveness. Additional information for this assignment will be posted on Canvas.

In the second paper you will analyze a prior or current experience in which you worked as part of a team. Additional information for this assignment will be posted on Canvas.

Each paper should not exceed 3 double-spaced pages (1-inch margins, 12-point type). The material in the readings should play an important role in your papers. Remember that this course is cumulative. Thus, material from earlier readings may be relevant and should be applied even if it means using concepts that were not discussed for several weeks. In preparing your papers, it is acceptable for you to discuss your ideas with your classmates. However, from an honor code perspective, it is necessary that the paper you submit is your own material.

Class Preparation & Contributions (20%)

I see class discussions as one of the primary vehicles through which learning will take place in this course. In order to effectively contribute to a spirited, informed discussion it is important to be prepared for each class. Class discussions are intended to enrich your understanding of the course material, to help identify concepts and theories for which you need clarification, to provide a context
for you to share your own insights and experiences with other class members. It therefore is important that you are present for and actively engaged in all class discussions. Many students are intimidated by the “obligation” of speaking up in class. Don’t be. Your anxiety will be reduced only through practice. The secret to cutting your stress level is to BE PREPARED. To actively participate will require that you read the assigned material and prepare the assigned case or exercise before coming to class. Class preparation will be evaluated in terms of several factors, which are described below.

Attendance and Punctuality:
This is a course that uses learning methods that require active student involvement. Accordingly, attendance is very important and required for every class session. Name cards must be consistently displayed during class, as this is how I track attendance and participation. If you do miss a class, it is your responsibility to find out from your classmates what material was covered and what handouts you may have missed. Being on time is also very important. Entering class late is highly disruptive and disrespectful to your fellow classmates.

**Absences and lateness are treated the same in this class. Both will have a negative impact on your course grade. Specifically, starting with the third absence or lateness, the class preparation/contribution portion of your course grade will be reduced by a half letter grade.**

Readings and Case Preparation
In addition to having thoroughly reviewed the assigned readings for each session, part of your class preparation involves preparing responses to the assigned questions for cases and exercises (listed in this syllabus). These answers can be an informal set of notes that you will draw on during class discussion. Handwritten notes are acceptable and bullet point lists are fine—these are not formal assignments. Sometimes I will ask you to turn in your notes, which I will announce ahead of time in class.

Most days have additional text and supplemental readings to accompany the case or exercise. Excellent contribution incorporates the lessons from these readings into the case or exercise. If you have familiarized yourself with the case and readings, you will succeed if you speak up.

One-Minute Memos:
As part of your class participation, I will periodically ask you to complete a 1-minute memo. The purpose of these 1-minute memos is to establish a direct line of communication from you to me. You are also free to submit a 1-minute memo at any time, even when I haven’t requested one, if you have something that you want to communicate. To encourage frankness and freedom of expression, these memos are marked PASS/FAIL. PASS means simply that you handed in something (even if you don’t have a question/comment); FAIL means you handed in nothing. Thus, your grade is not affected by what you communicate to me on these memos. However, this communication is a required part of class participation and a failure to turn in these memos (due to absence or other reasons) will have a negative impact on your class preparation grade.

Class Contributions:
Please keep in mind that the clearest measurable output of your preparation is your class contribution – but airtime is a scarce resource, so please use it wisely. Comments based solely on “gut reaction” generally do not add much value. Participation that does not add any value is treated the same as not participating, unless it becomes a pattern. Frequent non-quality participation are not rewarded and in some cases may be penalized.

Simply showing up to class on time is not sufficient for satisfactory class participation. Since students will be called on at any time, please tell me before class if you are not prepared in order to
avoid embarrassing you inadvertently. Students who do not adequately prepare undermine their own learning as well as the overall quality of class discussions. If at any time the quality of the class discussions reflects inadequate preparation for the class as a whole, I may administer a “pop-quiz” on the readings or facts of a case. Thus, students are advised to prepare substantially for each session. If quizzes are necessary, they will be graded and will be used to calculate your class preparation grade.

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

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

Some of the behaviors that contribute to effective class participation are captured in the questions that follow:

• Is the participant a good listener? Specifically, are his/her points relevant to the discussion? Are they linked to the comments/questions of others?
• Do the comments add to our understanding of the situation?
• Do the comments show evidence of analysis of the case?
• Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
• Is there a willingness to test new ideas or raise questions, or are all comments “safe”? (For example, repetition of case facts without analysis or a comment already made by a colleague.)
• Is the participant willing to interact with other class members (i.e., debate points or ask questions in response to other students’ comments)?
• Does the student behave professionally? You will be expected to treat this class like you would any other business situation. Please see the administrative policies section for more details on the definition of professionalism.
Teamwork

Semester-Long, Team Project (30%). This project is the largest collaborative learning activity for the course. Class members will work in teams of three to five people to work with or study a real organization (public, private or non-profit). Please note that student-run groups on campus are not permitted for this project.

Purpose
The project requires you to examine a problem or issue of concern in a real organization. The objective of this project is to provide you with an opportunity to gain a deeper, first-hand understanding of the course material and to practice applying your diagnostic and analytic skills. Accordingly, this project requires your team to examine a problem or issue of concern to an organization of your choosing.

Your team will act as a short-term consulting team. Your team will focus on an issue or problem that the organization is facing and is relevant to the content of this course. It may take more than one conversation with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. I advise you to be selective in choosing an issue or problem to study, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.

Connecting with an organization
There are two general approaches your team can take for this project:

1. Your team can identify and gain access to an organization via your personal network (i.e., family, friends and business acquaintances). Your team will focus on an issue or problem that the organization is facing and is relevant to this course. It may take more than one conversation with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. I advise you to be selective in choosing an issue or problem to study, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.

2. Your team can gain access to an organization by providing a volunteer service. The UT Volunteer and Service Learning Center maintains a list of non-profit organizations that would benefit from student volunteers http://www.volunteersolutions.org/ut/volunteer/. With this option, your team will perform a specific task for the organization. Some examples of this type of project include doing a community service project for a social service agency, or conducting financial or marketing analyses for an organization. Your team can work with an organizational sponsor to select a project that will contribute positively to the mission of that organization. This task should be one that can be completed during the semester and take no more than 10 hours of each team member’s time. Performing this task is what will provide your team access to the organization and its members, and this will allow you to identify a problem or issue for your team to assess for this course project.

Irrespective of what option you choose, your team will gather information from multiple individuals employed at (or working on behalf of) the organization through direct contact (e.g., interviews, surveys). You may supplement this information with data from the media, the organization’s literature, and other secondary sources. You should identify a relatively recent problem or issue to analyze (i.e., this should not be an historical account of a problem and the company's solution). Your team should focus its analysis by applying the concepts from the course. While it is acceptable
and probably necessary to incorporate several concepts from the course, please aim for depth rather than breadth in using course concepts.

Your team’s efforts should focus on the following questions: (1) What is a central issue or problem that the organization is facing? (2) What course concepts can be applied to understand why this problem/issue is occurring? And, (3) What recommendations can you offer to help improve organizational functioning?

**Deliverables**

*For all deliverables, Please drop off a hard copy of the paper in my mailbox outside the 4th floor Management Dept. reception area. Papers are due by 1pm on the due date. Late papers will not be accepted.*

1. **Jan 13 – Form Project Teams.**

2. **Jan 27 – Team Project Proposal.** This 1-page document (1” margins, single spaced, 12-point type) should include:
   - the names of your team members
   - your team name
   - the name of your host organization
   - the position and level of your contact person
   - the approach you will use to gain access to the organization (option 1 or 2 as described above)
   - a brief description of problems/issues facing the organization and pro/con assessment of choosing that issue to focus on as a consulting team.

   **NOTE:** Scoping and framing the issue you will focus on is critical to your overall success. The audience for this paper is me.

3. **March 5th – Project Status Report.** This 1-page document (1” margins, single spaced, 12-point type) should include:
   - your team name
   - the name of your host organization
   - a brief description (one paragraph or less) of the problem statement you are working on as a consulting team.
   - a list of the types of people from whom you are collecting information
   - a brief summary (one paragraph) of what your preliminary analysis has revealed regarding the cause(s) of the problem/issue

   **NOTE:** The goal is clear, concise communication. Assume the audience for this paper is the executive team in the organization.

4. **April 16th – Executive Summary.** This 1-page document (1” margins, 12-point type, single-spaced) should include:
   - your team name
   - a brief statement of the focal problem or issue
   - a brief summary of the contributing conditions (i.e., reasons for the problem/issue)
   - a brief summary of your proposed solutions/recommendations

   **NOTE:** The goal is clear, concise communication. Assume the audience for this paper is the executive team in the organization.
5. **April 21\(^{st}\) & 23\(^{rd}\) -- Oral Presentation.** Presentations will be arranged by random draw in class. You should feel free to distribute to the class any printed material that will assist with the presentation. Your team should assume you are presenting to the management of the firm, along with some board members who do not know about the problem you are analyzing. Each team will provide me with a copy of its PowerPoint slides with Notes pages that summarize the main point for each slide. Teams will receive additional information about the presentation, including a copy of the evaluation form, later in the semester.

**Providing feedback.** Each team will be assigned to evaluate another team’s presentation. The presenting team’s grade will not be affected by the evaluation conducted by the other team; the evaluation is for feedback purposes only. Giving feedback will be a large part of your job after graduating.

6. **May 7\(^{th}\) - The final report.** The report should contain a maximum of 10 double spaced pages (1 inch margins, 12 point type). You will be penalized significantly for exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However, appendices that are not directly referenced in the main text will not be read. Additional information regarding the content of the report will be provided later in the semester.

7. **May 7\(^{th}\) – Peer evaluation.** (Group Structure and Rewards). The peer evaluation will be posted on canvas. This evaluation asks you to provide a confidential evaluation your team members – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). Your individual grade on the team project will be based on your team grade, weighted by your peers' evaluations.

**Grading**

Your team project, which comprises 30% of your final course grade, will be evaluated on the following criteria:

- **Problem definition:** how well (i.e., thoroughly yet concisely) do you describe the organizational context, the relevant parties, and the factors that are important to the problem/issue?
- **Appropriate use of course concepts**
- **Integration of course concepts with information about the company and problem; i.e., how well do you integrate course concepts with information about the problem to illuminate the problem in a way that suggests potential solutions?**
- **Extent to which recommendations are consistent with analysis**
- **Quality of written analysis**
- **Quality of oral presentation**

**Weighting of Final Team Project:**

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<tr>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Proposal &amp; Status Report</td>
<td>(Required but not graded)</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>30%</td>
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<tr>
<td>Written Report</td>
<td>50%</td>
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<tr>
<td>Team Evaluation</td>
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General Words about Teamwork

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

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

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

Assignment Formatting
All major written assignments (reflection papers, team business proposal) must be printed. Handwritten reports are unacceptable under any circumstances and will not be graded. It is also critical that major assignments be proofread very carefully. Excessive grammatical and spelling errors could result in a lower grade. If you have difficulties with spelling, please use both a dictionary and a good word processing program to check your spelling. If you have difficulties with grammar, I suggest that you obtain a copy of The Elements of Style by William Strunk and E. B. White (New York Macmillan) or a similar text.

McCombs Classroom Professionalism
The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the undergraduate program experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

• **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
• **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
• **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects both the individual and their peers who count on them.
• **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
• **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, texting each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
• **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of class. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class. Please note that there is a non-refundable **$20 penalty** (due on the spot!) that will be imposed should your cell phone or any other device go off during class. Text messaging during class also is not permitted.
Re-reads of Graded Assignments
In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please submit in writing a brief summary of what you feel needs further attention and submit this request with your original work with my comments within 1 week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Grades for each assignment are considered final one week after returned to the class and will no longer be open for re-reading or discussion. I will not consider any questions about grades other than in writing. Do not attempt to use office visits as a forum to discuss grades -- I do not accept any personal lobbying efforts on behalf of grades other than in writing.

Academic Accommodations
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at http://deanofstudents.utexas.edu/sss/index.php. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Canvas and Student Privacy
A password-protected Canvas site exists for this course. Class e-mail rosters are a component of the site. Students who do not want their names included in the electronic class roster must restrict their directory information in the Office of the Registrar, Main Building (Room 1). For information on restricting directory information see: http://www.utexas.edu/student/registrar/catalogs/qi02-03/app/appc09.html

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

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

Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency
Academic Integrity
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.

Honor Code
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 Conduct
The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

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

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

Expectations Under the Honor System
If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.
• **Lying:** Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

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

• **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/ 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."
Case Reflection Questions

You should prepare a brief set of notes/answers to the assigned reflection questions for every case. This is an important part of preparation for class discussion. I may ask you to turn these in occasionally.

Southwest Airlines
1. How has Southwest been able to deliver consistent high performance over such a long period of time? What is its competitive advantage?

Smile Factory
1. How does Disneyland get employees to behave as they do? Are these methods effective?
2. Describe the Disney culture and explain the specific advantages of this culture in terms of promoting its strategy.
3. Disney employees appear highly committed to their organization. What is the basis of this commitment?

Recreation Products, Inc.
1. What new external demands is RPI facing and what pressures have they created for RPI?
2. How would you characterize RPI’s current structure?
3. What problem(s) is RPI experiencing with its structure, and why?
4. Your project team will recommend a new structure for RPI. Be aware of the pros and cons of your proposed structure.

MBA Hack Job (Part A)
Please prepare answers to the 3 questions included at the end of the case.

Thomas Green
1. What is your analysis of Thomas Green’s actions and job performance in his first five months? What mistakes has he made?
2. What are the possible underlying agendas of Davis and McDonald?
3. What actions, if any, would you take if you were Thomas Green?

The Team that Wasn’t
4. What specific performance problems is the team experiencing?
5. Analyze the team’s team design and the broader organizational context of FireArt -- what factors are contributing to the team’s problems?
6. How much is Eric to blame for the team’s problems? What about Jack?
7. Is Randy’s behavior indicative of a person problem, a situation problem, or both?
8. What should Eric do now?

Lincoln Electric: Venturing Abroad
1. How was Lincoln able to grow and prosper for so long in such a difficult commodity industry that forced out other giants such as GE?
2. What has been the source of Lincoln’s outstanding and enduring success in the US?

Omega Consulting Pay Exercise (CV)
The case and the corresponding questions/exercise will be made available on Canvas.
Required Reading Materials:**


- **Course Packet (CP):** MAN336 course packet will be bundled with the textbook. Available at the University Co-op.

- **Canvas (CV):** Additional reading and materials will be posted on Canvas

** Please note I reserve the right to make changes to the readings and/or topics as needed.

** M January 13  ** Course Introduction & First Case Study **

Please Read:
- Course syllabus (CV)
- Guidelines for Case Analysis (CP)

In-Class Exercises:
- United Airlines case (distributed in class)
- Assign Project Teams

Topics Addressed:
- Course overview and expectations
- Creating a learning organization

** W January 15  ** No Class – Project Team Meetings **

** M January 20  ** No Class - MLK Holiday **

** W January 22  ** Organizational Behavior – Macro & Micro **

Please Read:
- What is organizational behavior? (CP)
- The work of Leadership (CP)
- OB chapter 1 (skim) (OB)
- Structure is not organization (CP)

Please Prepare:
- Memo Exercise (CP)
  - Prioritize the memos. Consider the order you created—what overall logic guided you in assigning this order?
  - Provide a short description of the immediate action that you would take on your “top three” memos. Bring this to class and be ready to discuss your decisions
**Organizational Strategy & Culture -- Part 1**

**Due:** Team Project Proposal

**Please Read:**
- Are You Sure You Have a Strategy? (CP)
- Southwest Airlines background reading (CP)
- Structure is not Organization (review) (CP)

**Please View:**
View the first two segments featuring Colleen Barrett and Herb Kelleher (14 minutes in total).

**Please Prepare:**
- Southwest Airlines case reflection

**Organizational Strategy and Culture -- Part 2**

**Please Read:**
- Leading by Leveraging Culture (CP)
- OB Chapter 13 (OB)

**Please Prepare:**
- The Smile Factory: Work at Disneyland case

**Organizational Structure: Part 1**

**Please Read:**
- Structure and Design: Basic Organizational Building Blocks (CP)
- Designing Organization Structures (CP)
- OB Chapter 12 (OB)

**In-class**
- Structure exercise; analysis of different organizational charts

**Organizational Structure: Part 2**

**Please Prepare**
- Recreation Products, Inc. (CP)

**This case will require working with your team AHEAD OF TIME.** Your team should meet prior to class to discuss the limitations of RPI’s current structure and identify potential changes. Email to me (in pdf format) the recommended organizational chart that your team develops by Monday February 3rd by 5pm. Be sure to put your team’s name on the chart.

Bring a copy of your chart, along with your discussion notes, to class.

**Exam 1**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>W February 12</td>
<td><strong>No Class – Reserved for project Team meetings</strong></td>
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<td>M February 17</td>
<td><strong>Organizational Ethics: Individual Perspective</strong></td>
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<td>Please Read:</td>
<td>• Thinking Ethically: A Framework for Moral Decision Making (CV)</td>
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<td>• The Good, the Bad and the Misguided (CV)</td>
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<td>• Values in Tension (CP)</td>
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<td>Please Prepare:</td>
<td>• MBA Hack Job (Part A) (CP)</td>
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<td>W February 19</td>
<td><strong>Organizational Ethics: Contextual Influences</strong></td>
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<td>In-class:</td>
<td>• Astraphan Case (distributed in class)</td>
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<td>M February 24</td>
<td><strong>Power and Persuasion</strong></td>
<td>Due: Reflection Paper #1</td>
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<td>Please Read:</td>
<td>• Power and Influence: Achieving Your Objectives in Organizations</td>
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<td></td>
<td></td>
<td>• Harnessing the Science of Persuasion (CP)</td>
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<td>In-class:</td>
<td>• Power exercise</td>
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<td>W February 26</td>
<td><strong>Power and Persuasion</strong></td>
<td>In-class</td>
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<td>• View and discuss segments of the movie “12 Angry Men”</td>
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<td>Please Prepare:</td>
<td>• Thomas Green (CP)</td>
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<td>M March 3rd</td>
<td><strong>High Performing Teams: Part 1</strong></td>
<td>Please Read</td>
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<td>• Work Teams in Organizations: An Orienting Framework (CP)</td>
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<td>• Team Decision Making (CP)</td>
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<td></td>
<td>Please Prepare:</td>
<td>• Survival exercise (CV)</td>
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<td><em>Bring in answers to assigned questions to survival exercise.</em></td>
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W March 5th  High Performing Teams: Part 2

Due: Team Status Report

Please Prepare:
• Team that Wasn’t case (CP)

March 10 & 12  Spring Break

M March 17  Individual Differences

Please Read:
• OB Chapter 2 – pages 24-44
• OB Chapter 3 – pages 49-63

Please Prepare:
• Individual Personality Assessments (CV)

**Materials for the March 31st negotiation exercise will be distributed and negotiation pairs announced. This exercise will require working with a classmate AHEAD OF TIME. Email me the results of your negotiation on Monday, March 26th by 1pm.**

M March 24  Exam 2

W. March 26  Conflict Management

Due: Results of Negotiation Exercise

Please Read:
• How management Teams have a good fight (CP)

In-class:
• Understanding your Conflict Management Style

M. March 31st  Negotiation

Please Read:
• When winning is everything (CP)

In-Class:
• Analyze learnings from negotiation exercise

W. April 2nd  Motivation

Please Read:
• OB Chapter 5 (OB)
• OB Chapter 3 – pages 63-57
• How to kill Creativity (CP)

Please Prepare:
• Lincoln Electric (CP)
M. April 7th  **Motivation**

**Please Read:**
- Six Dangerous Myths about Pay (CP)
- On the folly of Rewarding for “A” While hoping for “B” (CP)

**Please Prepare:**
- Omega Consulting pay exercise (CV)
  This exercise will require working both alone and with your team **AHEAD OF TIME**. This exercise consists of 2 parts. Part 1 requires you to **individually** determine the merit increase (dollar amount and percent increase) for each associate (i.e., you should do this alone).

  Part 2 requires you to meet with your team and to **collectively** determine the merit increase for each associate. **The assessment form will be posted on Canvas.** Bring a copy of your team's assessments to class to turn in.

W. April 9th  **Motivation & Inspiration:**

**Please View:**
- [http://www.youtube.com/watch?v=u6XAPnuFjJc](http://www.youtube.com/watch?v=u6XAPnuFjJc)

  **In-class**
  - Adam Grant: Outsourcing Inspiration: [https://www.youtube.com/watch?v=_TmBXKI6Mg](https://www.youtube.com/watch?v=_TmBXKI6Mg)
  - Video case (SAS Corp.) examples of creating motivation through work redesign

M April 14  **Management & Leadership**

**Due:** Reflection Paper #2

**Please Read:**
- OB Chapter 7 (OB)
- Managing your team (CP)

W. April 16th  **Leadership**

**Due:** Executive Summary of Team Project

**Please Read:**
- OB Chapter 11 (OB)
- Leadership that gets results (CP)

**Please Prepare:**
- Merck Sharp & Dohme Argentina
<table>
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<tr>
<th>Date</th>
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<tr>
<td>M April 21</td>
<td>Team presentations</td>
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<tr>
<td>W. April 23</td>
<td>Team presentations</td>
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<td>M April 28</td>
<td><strong>Course Summary &amp; Evaluations; Final Housekeeping, &amp; General Q&amp;A about Final Paper and Exam 3</strong></td>
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<tr>
<td>W April 30</td>
<td>Exam 3</td>
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