MAN336: Organizational Behavior  
Course Syllabus  
Summer 2014

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Class Time: M-TH 10-12pm in  
Class Location: BUR 116  
Office Hours: Wednesday 1-3 pm and by appointment

Why we are here

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

Throughout the semester, we will investigate:

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

Specific course objectives

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

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

Course Packet for MAN 336: Available in McCombs Copy Center (3rd floor GSB)

- I have added a lot of the material that might be in a textbook to the course packet. You may want to supplement the course packet materials with an OB textbook (any book would be fine) but this isn’t necessary. I’m also glad to provide additional materials on topics that you are specifically interested in.
- Check Blackboard regularly for additional materials (i.e. supplements, slides, etc.)

Course Requirements and Grading

Your grade in the course will be determined as follows:

- Class Preparation and Participation: 15%
- 2 Individual Writing Assignments (10% each): 20%
- 2 In-class Exams (20% each): 40%
- Team Project and Presentation: 25%

Letter grades will be assigned as follows (with no curve):

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- F: 0-59

Extra Credit.
You may earn up to 2% extra credit for either
1. Participating in approved research studies during the semester. Announcements regarding new research studies will also be posted through Blackboard. Note that one-hour studies are worth 1% extra credit and two-hour studies are worth 2%. You may complete two of the one-hour studies to get the full 2%.
2. Writing a 10-page paper discussing research from at least 2 management journal articles. This option requires prior approval of topic and journal articles from Dr. Jennifer Whitson (Jennifer.Whitson@mccombs.utexas.edu) or Dr. Emily Amanatullah (emily.amanatullah@mccombs.utexas.edu).

Full instructions for both options are listed online at:
http://www.mccombs.utexas.edu/Departments/Management/Academic-Programs/Extra-Credit.aspx

Description of Requirements

Note: Due Dates for each of the assignments can be found on the weekly schedule.

Ethics and Leadership
This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.
In-Class Contribution (15%)
Participation matters. Class discussions are intended to enrich your understanding of the course material, to help identify concepts and theories for which you need clarification, and to provide a context for you to share your own insights and experiences with other class members. It is therefore important that you are actively engaged in all class discussions. Many students are intimidated by the “obligation” of speaking up in class. Don’t be. Your anxiety will be reduced only through practice. The secret to cutting your stress level is to BE PREPARED. Active participation will require that you watch the assigned Ted Talks, read the assigned material and prepare the assigned case or exercise before coming to class.

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

Attendance policy: Attendance is required. Especially in a compressed summer schedule, missing one class is like missing a week during the long semester! Missing more than one class meeting will negatively impact your grade. 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 to class is also very important—entering class late is highly disruptive and disrespectful to your fellow classmates. By UT Austin policy, you must notify me of a pending absence due to observance of a religious holy day 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.

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

Individual Writing Assignments (20%)
You will be responsible for two short writing assignments during the semester. Additional details, formatting requirements, and grading criteria will be provided on Blackboard closer to the due dates.

Paper 1: Ask the McCombs Ethicist
Write an "advice column" for various ethical dilemmas. Provide your advice on the appropriate ethical response using on the ethical frameworks discussed in class.

Paper 2: Course Concepts Reflection and Application Essay
Reflect upon the class exercises, cases, and videos from the class. Choose the 3 topics that you liked best or learned the most from. Describe their take-aways and describe how these course concepts can apply in your life (e.g. your team project, jobs, or personal life).

In-class Exams (2 exams – 20% each)
There will be two in-class, closed-book exams. Exams may include a mix of multiple-choice, true/false, and short-answer questions. In addition to testing facts and knowledge from the readings and cases, exams will also require you to demonstrate that you understand how to apply these theories in real-life scenarios. Exams are not cumulative.
Questions on the exam will come from the assigned readings and videos as well as content covered during the lecture and class discussion. If you have a legitimate reason for not being able to attend a scheduled exam, I can arrange for you to take the exam on an alternate day and time before the designated exam date. Re-scheduling must occur more than 1-week in advance. Absolutely no make-up exams will be administered, except under conditions of completely documented emergencies.

**Team Project and Presentation (25%)**

In the age of the internet, few workplace presentations involve researching a topic you know little about and regurgitating information to a passive audience. More likely, presentations in the workplace arise from taking information you already know and deeply understand and applying it to a novel context, one that is relevant to your audience. To this end, I will ask you to design a workshop for your classmates that applies your knowledge of organizational behavior and extends this knowledge to a current “hot topic”. You will have 20 minutes to conduct your workshop, which will include a brief presentation, interactive class participation and companion materials. Your classmates should come away with a solid understanding and a basic set of tools for navigating these issues. Together, you will prepare (1) a 20 minute in-class workshop, (2) a video, handout, pamphlet, or other content with the key points of your workshop, and (3) a 2 page paper that details what knowledge you gained while developing your workshop as well as the additional sources you used (e.g. references). Specific assignment details and requirements will be posted on Blackboard.

Possible topic ideas include how to:

- Achieve work/life balance
- Bridge generation gaps in the workplace
- Encourage ethical behavior in organizations
- Think creatively and foster creativity in the workplace
- Managing up
- Foster a positive organizational climate
- Manage cross-cultural teams
- Manage cross-functional teams
- Motivate unpaid employees (i.e. interns, volunteers)
- Motivate virtual teams
- Practice mindfulness in decision making
- Come up with your own idea! (Just talk to me first)

**How will we form teams and select topics?**

You can choose your own teams. After the second class, one person from your team will send me an email with the names of your 5-6 members and your top five workshop topic preferences.

**Can we come up with our own topic?**

Yes! You are welcome to identify and propose your own “hot topic” to develop into a workshop. Please send a concise (i.e. 1-2 paragraph) proposal that describes the topic and states why you think it would be important and interesting for your classmates.

**Team Evaluation Forms:** Throughout the semester, you will also need to submit two team member evaluation forms. Team member evaluations will be taken into consideration when assigning individual grades for the workshop. This form will be posted on Blackboard and will be due on June 26th and July 11th.
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. 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. 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 if I believe it is warranted.
The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The McCombs classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the business program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and discussion are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.
- **Late Policy.** Late assignments will not be accepted unless you make arrangements with me in advance of the due date. Assignments should only be emailed to me in the case of an emergency.
- **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from the website.
Administrative Policies

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

Policy Regarding Grading Questions
In the event that you feel something was missed in the grading of your work (whether mathematical error or other), please submit the following materials:
- A brief summary (in writing) of what you feel needs further attention
- Your original work with my comments
These materials must be submitted within 3 days of receiving your grade. Grades for each assignment are considered final three days after they are graded and will no longer be open for re-reading or discussion. I will not consider any questions about grades other than in writing. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Do not attempt to use office visits as a forum to discuss grades. I do not accept any personal lobbying efforts on behalf of grades other than in writing.

Academic Honesty
The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at http://www.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, and the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Students with Disabilities
Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Please do not hesitate to contact SSD at (512) 471-6259, (471-4641 TTY) VP: (512) 232-2937 or via e-mail if you have any questions. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at: http://deanofstudents.utexas.edu/ssd/index.php

Policy on class website (Blackboard) and student privacy
Web-based, password-protected class sites are available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites.
Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/app09.html

**Campus Safety**

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignment Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5</td>
<td>Intro to OB</td>
<td>Read: Syllabus&lt;br&gt;Read: What is Organizational Behavior?</td>
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<tr>
<td>June 10</td>
<td>Motivation Theories</td>
<td>Read: On the Folly of Rewarding for “A” While Hoping for “B”</td>
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<tr>
<td>June 11</td>
<td>Motivating Work Environments</td>
<td>Prepare: Lincoln Electric</td>
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<tr>
<td>June 12</td>
<td>Motivation &amp; Ethics Intro</td>
<td>Read: Six Dangerous Myths about Pay&lt;br&gt;Watch: Ted Talk “Dan Pink: The puzzle of motivation”&lt;br&gt;Read: Doing the Right Thing</td>
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<tr>
<td>June 16</td>
<td>Ethics</td>
<td>Prepare: The Case of the MBA Hackers&lt;br&gt;Watch: Ted Talk “Dan Ariely: On our buggy moral code”&lt;br&gt;Due: Workshop Topic Proposal</td>
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<tr>
<td>June 17</td>
<td>Decision Making</td>
<td>Read: Biases and Blunders</td>
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<td>June 18</td>
<td>Negotiations</td>
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<td>June 19</td>
<td>Communication &amp; Conflict</td>
<td>Read: How management teams can have a good fight&lt;br&gt;Read: Lifehacker’s 7 Habits to Win Office Politics <a href="http://bit.ly/L0v2E5">bit.ly/L0v2E5</a>&lt;br&gt;Test Yourself: <a href="http://bit.ly/1imQain">http://bit.ly/1imQain</a>&lt;br&gt;Due: Ask the McCombs Ethicist</td>
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<tr>
<td>June 23</td>
<td><strong>Exam 1</strong></td>
<td>Covers material from June 5-June 18</td>
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<tr>
<td>June 24</td>
<td>Managing Groups and Teams</td>
<td>Read: Work Teams in Organizations&lt;br&gt;Prepare: Murder Mystery (distributed via email)</td>
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<tr>
<td>June 25</td>
<td>Managing Groups and Teams</td>
<td>Read: Team Decision Making</td>
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<td>June 26</td>
<td>Persuasion, Power, and Influence</td>
<td>Read: Power and Influence: Achieving your objectives in Organizations&lt;br&gt;Prepare: Xerox Case&lt;br&gt;Due: Team Evaluation 1</td>
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<td>June 30</td>
<td>Workshop Work Day</td>
<td>No class</td>
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<tr>
<td>July 1</td>
<td>Leadership</td>
<td>Read: Leading people within organizations</td>
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<td>July 2</td>
<td>Leadership</td>
<td>Read: Leading by leveraging culture</td>
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<td>July 3</td>
<td>Organizational Culture</td>
<td>Prepare: The Smile Factory</td>
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<tr>
<td>July 7</td>
<td>Org Structure</td>
<td>Read: Designing organization structures</td>
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<tr>
<td>July 8</td>
<td>Group Workshops</td>
<td>Due: Workshop Portfolio</td>
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<tr>
<td>July 9</td>
<td>Group Workshops</td>
<td>Due: Workshop Portfolio</td>
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<tr>
<td>July 10</td>
<td><strong>Exam 2</strong></td>
<td>Covers material from June 19, June 24-July 9</td>
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<tr>
<td>July 11</td>
<td></td>
<td>Due by 5pm: Team Evaluation 2 &amp; Course Concept Essay</td>
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