Learning Outcomes

Our goal is to achieve knowledge and skills for your successful performance in a complex business environment requiring intellectual abilities to organize work, lead organizations in a challenging business climate, make and communicate sound decisions, and react successfully to unanticipated organizational events. This involves your continued development in such learning areas as communications abilities, problem-solving abilities, ethical reasoning skills, and a general understanding of the process that managers and leaders utilize to create and manage successful organizations. An important part of your learning is to study the body of knowledge that has been created in Organizational Behavior and to learn not only from the mistakes of others but from your own errors. Our operating environment will be global in scope as I want you to be prepared to interact with people and organizations from other cultures and to manage in circumstances where business practices and social conventions are different.

Our main learning objectives will include:

- Ethical behavior and corporate responsibilities in organizations and society.
- Leadership knowledge and development skills and understanding how management and leadership work together to ensure organizational goals.
- Management responsiveness to ethnic, cultural, and diversity issues.
- Group and individual dynamics in organizations.
- Organizational culture and how culture can be a strong competitive advantage
- Organizational structure and design
- How to create and manage high-performing teams
- Human resource management and development
- Employee motivation and engagement: theories, concepts and applications
- Individual and group decision making processes in an integrative organizational environment.
- Understanding and utilizing power, influence, and politics in organizations.
- Development of skills, knowledge, tools as they influence the roles/techniques of management
- Domestic and global perspectives on managing people to achieve organizational goals/objectives
- Organizational change and transformation
- Conflict management and resolution
- The development of negotiation skills to learn how to influence stakeholders
- And finally, to develop techniques that allow you to understand situations that require constructive confrontation skills with the goal of resolving organizational conflicts
Introduction:

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 relevant to managing and leading people in dynamic organizations. In addition, you will gain an understanding of the impact of behaviors and attitudes on others within organizational settings. This will allow you to both recognize group/organizational dynamics and understand how you are contributing to that dynamic. We will undertake several exercises to grow your “people skills” to help you recognize the effect that your behavior has upon others. The readings and especially the cases are critical to your learning. We will also learn concepts to help develop critical leadership skills and develop ethical decision-making skills.

Course Design: The topic of “Organizational Behavior” encompasses team performance, leadership, ethics, role structure, conflict, motivation and a host of other issues that drive the effectiveness and ultimately the performance of organizations. The course will present these issues through text readings, articles, case studies, lectures and group/team experiences.

Students are expected to be prepared for each lecture by completing the relevant assignment before class. Please see the attached course schedule for assignments and important dates.

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional lives. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

In this course, leadership and ethics are covered through chapters in the textbook, additional readings, and cases. This class is designed to develop influential business leaders. There are several fundamental and broad pillars of leadership knowledge and understanding that have been incorporated into this course and include: communication and collaboration, responsibility and integrity, a worldview of business and society. In this course, you will enhance your knowledge and understanding of leadership and ethics and how management and organizational behavior helps leaders understand and manage their business. Through class discussion, informal study groups, and formal group projects (written and oral) you will enhance your communication and collaboration skills. You will learn how managers lead their organizations effectively and with integrity. Finally, the cases and examples involve international companies affording you a global perspective on organizational behavior and leadership. The material is reflected on all exams and in many of the assignments.

Required Resources:

1. Subarctic Survival Situation Participants Booklet – SM 15101. This is published by Human Synergistics International. Available only at the Coop.
5. Course pack only from McCombs Copy Center (GSB 3.136). I will also place copies on reserve in the PCL library.
Classroom Professionalism Policy:

I expect that we will all:

1. Come to every class, on time and prepared.
2. Maintain a relaxed but professional environment in class.
3. Give each other our best effort at all times.
4. Place your name tag in front of you at all times.
5. I encourage you to visit me during office hours so we can get to know each other. Perhaps you want to talk about career options, future goals & aspirations, or have questions about projects or grades.
6. Canvas is required for this course. Look at Canvas announcements weekly for updates, important class notices, and grades. It is your responsibility to check Canvas regularly.
7. 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.
8. Due to abuse by those who came before you, I regret to announce there is a NO LAPTOP and NO MOBILE PHONE policy in my classroom. Also, please turn off your cell phone ring tone.
9. 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.
10. 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 reserve the right to scan all submitted documents for plagiarism.
11. If you are late to class please come in quietly and take a seat. If you must leave class early, please tell me before class starts. I would appreciate it greatly.

Exams:

Exams may include a selection of essay, short-answer and/or multiple-choice and will cover material discussed in class along with the associated readings. The second exam is cumulative with most of the emphasis on the last half of the course.

During exams, I require all students to place their bags at the front of the room, where they will be beyond arm’s reach. All personal belongings, notebooks, phones, digital watches or any electronics must be stored at the front of the room.

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. Exams are not returned and you will have up to 7 days from the posting of the grade to review your exam.

Exams will not be given early for any reason. An examination absence is considered excused if 1) you are out of town on a university sponsored event, 2) you or a member of your family is sick or hospitalized, or 3) you are attending a funeral or 4) you are observing a religious holy day. I must approve all absences in advance and I must receive your written documentation within one week of the absence.
Unexcused absences will result in a score of zero on an exam. Make-up exams will not be given except in emergencies and only within five days of the scheduled examination. If you miss an exam for an illness or other emergency reason, you should notify me as soon as possible and present written documentation. I have final authority to determine if your absence is excused.

Class Participation

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

1. You will have read the material and have completed all of the assigned cases, exercises and readings;
2. You will be able to articulate the central thesis and the arguments that supported it (them);
3. You will have already mentally critiqued each reading;
4. Be able to see how readings relate to and combine with each other.
5. You will be able to provide your answers (and support for those answers) to the questions discussed in class.
6. You will actively participate in the classroom discussion by sharing your observations and analysis during class. This is critical as I can only assess your class participation if you actually speak up in class.
7. You will place your name tag in front of you for each and every class meeting.

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

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

Many people are intimidated by the “obligation” of speaking up in class. Don’t be. Your anxiety will be reduced only through practice. Here's the secret to cutting your stress level: BE PREPARED. If you have familiarized yourself with the case and readings, you will succeed if you speak up. Please keep in mind that the only 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 is not rewarded.

Students who find it difficult to speak in class should see me. We can schedule participation discussions in advance so that you will know what points will be raised and can prepare your comments in advance.
One-Minute Memos:
As part of your class participation, you will be required to complete a one-minute memo in every class. The purpose of these one-minute memos is to establish a direct line of communication from you to me. 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 two or more memos (due to absence or other reasons) will have a negative impact on your class participation grade.

CASE STUDY HOMEWORK (INDIVIDUAL PREPARATION)

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. There are, however, a lot of wrong solutions. Therefore, my role will be to point out the faulty logic and assumptions and steer us toward identifying several possible scenarios that would deal effectively with the problems presented in the case. (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.)

Your homework assignment prior to class is to read each case thoroughly and to think thoughtfully about each question in the Case Study Questions listed at the end of the syllabus. I will ask you these, and other questions, during our class meeting. I like to randomly call upon students to share their thinking so it is of the utmost importance that you read and prepare each case prior to class. Your responses will play a role in your participation grade.

CASE STUDY HOMEWORK (GROUP PREPARATION)

You are required to pick one case study to prepare as a group presentation. You will work in your group to prepare the case by answering all of the questions for that case in the back of the syllabus. In addition, the class audience may ask you additional questions about the case. Presentations should be approximately 15-20 minutes in length. Since everyone will have read the case, you should not provide any history on the case. Focus your attention on answering the questions. An excellent presentation will go above and beyond the listed questions. As you read the case, think about what other questions are
critical to solving the problem or enhance the opportunity for success. Simply responding to the listed questions will only achieve an average grade. I want you to really think about your case!

Each member of the group will be required to participate in both the preparation and the presentation. Your grade will be determined by the average of two factors: class audience grade and instructor grade. Only one group may present a case. I will have a signup sheet so your group can sign up to present a case.

If you get nervous presenting in front of a group of people, let me share a secret used by performing artists. Eat a banana 15 minutes before you present. The potassium will have a calming effect on your nerves.

**A strong word of caution.** Using the Internet to search for answers to the case questions is not allowed. If you use the Internet to search for answers, this will be considered academic dishonesty. You may use the Internet to research the company or the industry but not for answers to the case questions.

**GROUP PROJECT**

The purpose of the project is to give your team an opportunity to apply what has been learned in the course (through course lectures, readings, and discussions) to management issues/problems/challenges in an actual organization.

**Assignment Objectives**

1. To learn more about organizational behavior outside the classroom in real-life situations
2. To use your critical thinking and reflection skills to link your experience working on this project to organizational behavior theory
3. To apply knowledge gained in previous courses in researching and producing a needs-based professional report
4. To make a contribution to and gain experience working in a professional organization
5. To gain experience in orally presenting your research
6. To receive feedback about your ability to work in teams and continuously improve the quality of your work in group situations
7. To give you the opportunity to learn more about the dynamics of teams and organizations
8. To improve the quality of teamwork you are able to do in future classes and in your career
9. To reduce your stress and increase your enjoyment of work that involves team projects

I will need an e-mail from your team telling me the team members in your group and a paragraph describing the company and problem you intend to research. This is required early in the semester and is highlighted in the course schedule.

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

Having trouble finding a project to work on? The following website can provide ideas for potential client organizations: http://www.volunteersolutions.org and the following database can also help match you with a local client interested in supporting a student service learning project: http://volunteer.truist.com/ut/volunteer/ Click on "Agencies" for a searchable list of Austin non-profits.

Team Agreement

Your first team meeting should produce the Team Agreement assignment. The team agreement reflects your plans and goals as individuals participating in a team that wants to succeed on their project and work well together (as opposed to the team work plan which reflects your team's plans and goals for your client).

Turn in your team agreement after your first team meeting. You will also include your team agreement in the appendix of your final team project report.

As a team:
1. Introduce yourselves and share contact information (email, phone)
2. Select a team name (e.g. Shadowmatic Consulting)
3. Schedule meeting times.
You must schedule (at minimum) a weekly meeting - it is easier to cancel a meeting than to set one up at the last minute if needed. It is strongly recommended that you set up a regular day/time to meet each week. It is recommended that you schedule 2 meetings per week during the 2-weeks prior to the due dates for each assignment (proposal, oral presentation, final report).

If you decide to meet on a regular schedule (e.g. every Monday at 4pm), this information is sufficient, you do not need to look up each date for this section of the assignment, but do remember to note the rotation order for facilitators. Remember that each team member should facilitate at least one meeting (including producing the agenda and the minutes).
4. Develop ground rules:
   Teammates should discuss their concerns about groups and develop a set of "Ground Rules" to follow as a team. One way to do this is to develop a "contingency diagram" where each team member responds to the prompt, "If we wanted to make sure we failed at this project, what would we do?" Team members should respond to this question until all concerns have been expressed. The team then takes each concern and turns it around to read as a rule for team member behavior (example: "We'll fail if we...miss meetings" becomes "team members will commit to attend all meetings, contacting the scheduled facilitator if an emergency arises"). The team should reach consensus on these "Ground Rules".
5. Identify individual goals:
   As individuals make a list of things you want to accomplish during this project (don't include making a good grade - that is assumed). For each goal you list, how will you measure success? Consider
developing goals around the technical, communication, and team skills you hope to develop, the quality of the work you want to produce, and the impact/import of the work you produce for the client. If there are other issues/priorities for you during this semester (e.g. sports, work, organizations, relationships), list these issues and highlight times during the semester you will be less available to the team and when you will be more available to balance out the workload. Discuss everyone’s lists and identify potential priority/goal conflicts that need to be addressed (put these on the agenda for your next team meeting).

6. Collate a skills contribution list:
As individuals, identify the skills that you can contribute to the accomplishment of this project and the areas where you want to improve or gain experience.

7. Task and Relationship Roles
List the initial task role and/or relationship role that each team member will take on. For a list and description of roles, consult: http://www.teamtechnology.co.uk/workingoutyourteamrole.htm http://changingminds.org/explanations/preferences/belbin.htm

8. Develop a conflict communication plan
How will the team address/approach problems and disagreements? Remember as long as one person perceives conflict, it exists and must be addressed for the team to reach full potential and avoid derailing. As part of your plan, identify
   a) What will the first step be? What are the responsibilities of the person identifying the problem? (e.g. where will the problem be discussed for the first time and through what channel - privately, at a team meeting, by email, phone, in-person, etc)
   b) How resolution/expectations will be ratified by the team and documented
   c) How long the problem will be allowed to continue before you contact the professor for assistance.

9. Develop a conflict management plan/philosophy
What approach will you use to resolve personality conflicts, arguments, or disagreements if they arise? How are you going to make decisions when team members cannot agree? Recommended methods included collaboration/consensus (finding a win-win agreement that all team members can support) and/or compromise (each member gives and gains with a perception of balance/fairness). While collaboration is the best choice, it can take a long time. Compromise tends to be a faster way to resolve conflict, but can lead to suboptimal decisions and resentment among team members.

Assignment Format:

Scan the signed agreement and one team member should upload it to Canvas.

The assignment name (Team Agreement) must be on the first line, centered, title case.

The team agreement is to be single spaced with appropriate headings to identify sections of the agreement. Use 12-point font; 1" margins, with a length of 2-3 pages. Each member of the team must sign the team agreement. Only one team agreement is submitted for each team.

First sentence:
The [team name] developed this team agreement to establish expectations, goals, processes, and assignments to successfully complete our MAN 336 Team Project.

Subheadings for the team agreement:
• Team ground rules
• Individual goals and potential goal issues/conflicts identified
• Skills contribution list
• Task and relationship roles
• Primary and emergency communication plans
• Conflict communication plan
• Meeting and facilitator schedule

Last sentence:
Each person signing this Team Agreement promises to comply with all policies, rules, terms and conditions. All team members must sign the team agreement before it is included in your team report.

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

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

**Guidance for Organizational Client Contact**

This is a real consulting job and provides an opportunity for networking and future references. Your professional conversation, appearance, and integrity throughout the process will reflect not only on your consulting team but also on the School of Business and on the University.

Professionalism begins with your initial contact; be prepared to clearly describe the nature and time frame of the project to your client. It is very important to have a clear understanding of your role—you are the consultants and these are your clients. Know something about your client organization before your initial contact and consider how you will ask for the opportunity to work with them. Who is the appropriate person to contact?

Write out questions you would like to ask to make certain you set an appointment with the person who can approve your project and who (may be the same person) will be your main contact throughout the project.
Some suggestions for questions to stimulate discussion:

What management or leadership challenges are you facing in your organization?
What management or leadership changes could make your organization run more effectively?
If you were to hire a management consultant, what would you ask them to do?
What ways do you see that we can help you?
What management issues do you wish you had the resources to investigate more thoroughly?

Gain a sense of context by allowing the discussion to flow rather than trying to rapidly focus on a question. Provide your client with an overview of your time line.

Find out the full names, positions, and how to contact those people responsible for areas you will be investigating. Directly communicate what you will need from the client in terms of access to information, people, and resources. Do not make commitments about solutions or results.

**Group Project Interim Report**

Your group is required to submit a **Group Project Interim Report** via Canvas. Once you submit your interim report, you are locked into completing the project with this specific company. Up until the interim report, you may change the company and/or the nature of the problem.

1. Each group is required to submit an interim report. No page limit but single spaced.
2. This report should provide information regarding the status of the group project as well as what requirements are still needed to complete the project. The report must include the following headings and topics:
   a. Names of group members
   b. Name of organization being studied – include primary contact email, phone and title of your main contact
   c. Methods you will use to gather data in the organization
   d. Specific nature of the organizational behavior problem being studied
   e. Status of primary and secondary research including people contacted and brief summary of what has been learned from primary research. For secondary sources, please include a bibliography.
   f. Preliminary recommendations-both standard and creative solutions
   g. What still needs to be completed by your team in order to complete the project
   h. Any obstacles or issues that are hindering your ability to complete the project
   i. Your goals for the project. Think about a SMART goal (specific, measurable, achievable, resourced, time-bound) for addressing the client’s challenge that is designed to achieve a goal that is important to the client – such as increasing employee satisfaction)

Your final written project should be less than 10 pages, single-spaced (12 point font, 1 inch margins). This does not include appendices, which you are free to use to provide charts, figures, primary research findings, or other material not necessary in the main body of your analysis. Place one blank line between each new paragraph. Add the appropriate references and properly formatted citations. MLA (Modern Language Association) citation styles are acceptable. The lack of citations is the most common form of plagiarism. Appendices which are not directly reference in the main text will not be read. Both a bound printed copy and electronic copy are required by the deadline. **The electronic copy must be uploaded to the assignment section on Canvas.** Only one person in each group needs to submit the paper. You are also required to email me your final presentation prior to your presentation.
Your report should include the following elements:

- Title page (not included in 10 page limit)
- Table of contents (not included in 10 page limit)
- Executive summary (not included in 10 page limit)
- Introduction (purpose of report and report organization)
- Company background (short, basic overview of relevant facts about the company)
- Management problem/challenge description – including your client’s understanding of its causes and the significance of addressing it.
- Research and Analysis
  a. Methodology. For both primary and secondary research provide:
     i. Goal for each piece of research (what is your question/hypothesis?)
     ii. Data source
     iii. For surveys give # surveys distributed, how distributed, how population chosen
     iv. For observations give how, when, where observations occurred
     v. Refer to more detailed information in appendix
  b. Analysis/Research Findings. Goal = supply proof for conclusions
     i. Present “just the facts”, no opinions, no feelings.
     ii. Discuss, analyze, and interpret while staying objective
     iii. Remember to report on all your research, including interviews with client and personal observations (discuss in methodology too)
     iv. Course Concepts. Clearly identify what course concepts can be applied to understand why this problem is occurring
     v. Use clear, descriptive headings.
- Conclusions and Recommendations
  a. Conclusions: explain what the research findings mean in relation to the challenge.
  b. Recommendations
  c. Enumerate conclusions and bullet related recommendations.
  d. Conclusion answers the question, “why will your recommendation work?”
- Appendix. Begin section with a cover sheet that includes a list of all items in appendix
  a. Items should be numbered and titled (e.g. Appendix 1: Volunteer Survey). If difficult to put a number/title on the appendix item, use a cover sheet with the item’s number/title.
  b. Include a reference list showing all the works cited and consulted arranged alphabetically by author/source. For help with reference formatting, you can consult the website EasyBib at http://www.easybib.com/.
  c. Include your team agreement
  d. Include your interim report
  e. Include your PowerPoint slides.

**FINAL WRITTEN REPORT:** Your written report will be graded based on the following criteria. The written report is worth 200 points and the grading rubric below has the point breakdown for each section.

1. Use and understanding of course concepts (20 points)
   a. Did the project utilize concepts, terminology, and theories that were discussed in the textbook, class discussions, and class exercises?
   b. Are the concepts, terminology and theories properly used?
2. Understanding of the problem(s) (25 points)
   a. Does the group truly understand the problem?
   b. Is the problem an organizational behavior (people) problem or a process problem?
      Sometimes a problem is caused by a process that is in place rather than a real people problem. If the process were changed, the problem would resolve.
   c. Is the cause and effect of the problem related?
   d. Is the problem reflective of what was learned/determined via primary research?

3. Standard solution (30 points)
   a. Provide your overall best recommendation first. This recommendation should have a good balance between solving the problem, solving the problem quickly, and at a “reasonable” cost.
   b. In addition to the preferred solution, the group should also provide two alternatives that may not meet all the criteria listed above.
   c. If I worked at the company, would I view the recommended solution as feasible and within reason to implement?
   d. The solutions should demonstrate that the group understands the benefits and the risks of the recommended standard solutions presented.

4. Creative solution (30 points)
   a. The creative solution should be highly creative yet believable.
   b. Solution needs to be a positive solution, not negative (fire everyone, bankruptcy, etc.)
   c. There are no barriers to the creative solution in regards to cost, time or actual feasibility.
   d. Creative solution must have high certainty of solving the problem.

5. Primary research (20 points)
   a. Demonstration and proof of primary research is required including names of people contacted and summaries of discussions in the appendix.
   b. If surveys were completed, survey results must be presented in the appendix.
   c. Understanding what you learned from your sources of primary research should be demonstrated.
   d. If one of your group members works for the firm, or a family/friend works at the firm, additional contacts are required to fulfill this requirement.

6. Writing-style-grammar (25 points)
   a. Is the report written properly with good grammar, punctuation, sentence structure and spelling.
   b. Does the report have a natural flow or is it fragmented and difficult to follow.
   c. Are secondary sources of information cited and referenced? Please use the Modern Language Association (MLA) style for citations.
   d. Does the report read like it was written by 5 different people or is the tone and voice consistent throughout the document?

7. Overall analysis (50 points)
   a. Was the overall report well thought through, designed, and implemented professionally?
   b. Does the report provide a brief synopsis of the company and the problem?
   c. After reading the entire report, is it clear and concise and the solutions clearly address the problem?
   d. Is the document balanced between research, understanding the problem, and providing solutions?
   e. Does the report ramble on or is it direct and to the point.
   f. If the report were submitted to the company, would it be viewed with credibility?
Group Project Oral Presentations. Each member in your group must participate in the oral presentation. Please dress professionally and email me your final presentation no later than the morning of your presentation date. *Don’t* read slides to the audience and *don’t* have wordy slides that the audience tries to read while you verbalize something different. *Do* use key words or phrases and *do* use lots of graphics. Make it interesting and professional. *Rehearse!*

Important considerations:

1. Please ensure that you speak loud and clear and that you rehearse your presentation.
2. Make sure you introduce your team members and your organization.
3. Since four other groups will also be presenting on your assigned day, your group will have ~12 minutes to deliver your final presentation plus 2 minutes for Q&A. Use your time wisely! Points will be deducted if your presentation goes over the allotted time and if your overtime becomes excessive, I will have to stop your presentation in order to accommodate the other groups presenting.
4. I prefer that you **not use any note cards** during your presentation. Remember, you are only speaking for a few minutes. If you feel you must use a crutch, I will allow you one 4x6 note card per person during your presentation.
5. I will provide a laptop so all you will need is to email me your presentation. If you prefer to use your own equipment – you are required to test it prior to the presentation. Each semester, someone brings equipment that has not been tested and they run into problems. This is the quickest way to lose points.
6. **Please ensure that you speak loud and clear and that you rehearse your presentation.** Please look professional, act professionally, and present professionally.

Grading of Group Project

Your group project is worth 300 points and will be graded as follows.

- Team Agreement is worth 25 points
- Group project interim report is worth 25 points
- Oral Presentation is worth 50 points
  - 50% of your oral presentation grade will be determined by the average grade you receive from your classmates
  - 50% of your oral presentation grade will determined by the instructor.
- Written report is worth 200 points.
  - You must submit both a written, bound copy of your report and an electronic copy of your report. Electronic copies must be uploaded to the proper assignment section on Canvas. Only one person in the group needs to submit the electronic version. Both must be received by the due date otherwise it is considered a late submission.
- Confidential Group Project Evaluation Form
  - Each team member is required to submit a copy of the Confidential Group Project Evaluation Form **by midnight of the date specified in the course schedule.** I will provide a URL towards the end of the semester for you to complete this form online. Failure to submit the form will result in 25 points being deducted from your grade.
    - **Note:** Any group member receiving an average of less than 90% of the group average on the evaluation will receive the ratio of their group average compared to the combined group average applied to each project grade. For example, a
group receives 135 out of 150 points on the written project report. The team evaluation at the end of the semester shows a group evaluation average of 90%, based on all group members. One member of the team received a 60% average on their evaluation. Since their score is below the 90% cutoff score (.9 X 90 = 81%), they will receive 60/90 (or 67%) of the score received by the group on the project. This will yield a score of 90 points on the group project (.67 X 135 points earned by the team) for that individual student (other team members receive 135 points each).

**CROSS-CULTURAL INTERVIEW**

This assignment involves a written analysis of an in-person interview with someone from a cultural group different from your own about their experience working for an organization. The purpose of this assignment is to increase your awareness and understanding of differences in people. Typical cultural differences include ethnicity, age, political, religious and sexual orientation. Generally, the most learning occurs when the person is as different from you as possible. I would prefer that you meet with someone you do not currently have a personal relationship with. This also gives you an opportunity to meet someone new! You should address the following questions at a minimum:

- Who you met with and why you consider the person different.
- How would you show respect when doing business?
- What would you consider to be very rude business behavior?
- What would you consider unethical in conducting business?
- What differences do you perceive between yourself and members of other cultural groups in the workplace?
- What aspects of your culture or identity do you suppress at work and why?
- What aspects of your culture or identity can you use in your work with others?

Your written analysis should include a summary of the person's responses, as well as reflections about your own learning. The emphasis should be on what you learned from the interview. The paper should be no longer than two single-spaced pages. Grading will be based on how well you link any relevant theories in the course to what your interviewee told you and your critical reflection on your own learning. You are required to upload your paper to Canvas prior to the start of class in order for your submission to not be late. Late papers will not be accepted.

**TOP FIVE TAKE-AWAYS**

This assignment provides a final opportunity for you to synthesize and share your learning with the class. Reflect on your learning in this class and write up a list of your “Top Five Take-Aways” from the course. Explain why you chose each concept, how you have utilized it in your own life, and how you think it will help you in your future role as a leader. There is no set length of the paper. That depends on your learning. Late submissions will not be accepted. Single-spacing, please. Simply upload your paper to Canvas before the start of class on the due date.

Obviously you will not be graded on whether your choice of a learning point is valid or not. Your learning is your learning! Your grade will be based on how well you explain that concept's application to your life and your future career.
PERSONALITY TEST & SELF-ASSESSMENT

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. Ideally, if you take the test more than once, you should receive a consistent personality type. Your homework assignment consists of the following:

1. Complete the personality test online at 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 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 and upload to Canvas, by the beginning of class on the due date, a one-page, single-spaced 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 thought and effort into your paper! I’m looking for your best effort!
      Please do not copy/paste material from the online personality profile.
   f. Upload your paper to the appropriate section on Canvas by the start of class. Late papers will not be accepted.

THE JACK ABRAMOFF STORY

The Abramoff story will serve as our introduction to business and organizational ethics. The first step towards completing this assignment is to watch a 25 minute video recorded at UT at https://www.youtube.com/watch?v=NmD8xLi4JvU titled “In it to win: The Jack Abramoff story.” We will discuss the video in class. More than likely, you will see some questions on the exam – so please watch the video!

THE MONK AND THE RIDDLE

During the semester, you are to read the book *The Monk and the Riddle*. The lessons learned from this book will help you better understand the strengths and weaknesses of organizations with management and leadership issues. The book will also help you to understand how great leadership and great management work together to bring about transformational changes in entrepreneurial and established organizations. More than likely, you will see some questions on the exam – so please read the book!
Late Submissions

Numerous problems are lurking out there to help you miss assignment deadlines. Computer failures, family crises, work obligations, and misreading the syllabus will all send you scrambling to complete papers on time. Plan ahead and be ready to work around problems. Unless otherwise noted, all papers, cases and reports for this class are due by the beginning of class on the date and time specified in the course schedule for your specific class section. In order for a submission to be accepted, you are required to upload your paper to Canvas. Online submissions should be to the appropriate section on Canvas and can only be in a .doc, .docx, .rtf, or pdf format. Late submissions are not accepted.

Grading:

Grading will be determined by the following factors:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>225</td>
</tr>
<tr>
<td>Exam 2</td>
<td>250</td>
</tr>
<tr>
<td>Project Paper</td>
<td>200</td>
</tr>
<tr>
<td>Cross-Cultural Interview</td>
<td>25</td>
</tr>
<tr>
<td>Top Five Take-Aways</td>
<td>25</td>
</tr>
<tr>
<td>Group Case Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Project Oral Presentation</td>
<td>50</td>
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<tr>
<td>Team Agreement</td>
<td>25</td>
</tr>
<tr>
<td>Project Interim Report</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Personality test &amp; self-assessment</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grades

Letter Grade | Low Range | High Range |
-------------|-----------|------------|
A            | 934       | 1000       |
A-           | 900       | 933        |
B+           | 867       | 899        |
B            | 834       | 866        |
B-           | 800       | 833        |
C+           | 767       | 799        |
C            | 734       | 766        |
C-           | 700       | 733        |
D+           | 667       | 699        |
D            | 634       | 666        |
D-           | 600       | 633        |
F            | 0         | 599        |
**Grading Questions or Appeals:**

1. I am happy to discuss a paper or exam grade with you. Talking to me about your graded assignments is a great way to learn how to improve throughout the semester. If you wish to have a grade reconsidered, you must first submit to me a written statement outlining your reasons. This allows you to collect your thoughts and make your best case for a higher grade.
2. 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.
3. Regarding graded assignments, I will re-grade the entire work, and if I was overly generous I will deduct points. Thus, your grade can go up or down on a re-grade.
4. Do not wait until the end of the semester, once you realize you may need additional points, to take this action. It will be too late!

**McCombs Classroom Professionalism Policy**

**Communication:**

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

**Absences:**

To perform as well as possible, you are advised to attend every class. If that is not possible, you may get lecture notes from class members. If, after doing that, you still have questions about the information presented on a given day, please contact me. Unexcused absences will negatively impact class participation grades.

**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://diversity.utexas.edu/disability/](http://diversity.utexas.edu/disability/).

**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://my.mccombs.utexas.edu/BBA/Code-of-Ethics](http://my.mccombs.utexas.edu/BBA/Code-of-Ethics). By teaching this course, I have agreed to observe all faculty responsibilities described there.
By enrolling in this class, you have agreed to observe all student responsibilities described there. 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. Specifically in my class, I consider the use of material prepared by past students of this course to a violation of these rules. Materials prepared and created by students from past semesters is not allowed to be used under any circumstances. You are responsible for your own learning and gaining an unfair academic advantage from students who have previously taken this course is not authorized.

Campus Safety

Please note the following recommendations regarding emergency evacuation, provided by 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.
- 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 violation. 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. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

**Lying**

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

**Stealing**

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

**Cheating**

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

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

The Standard of Academic Integrity

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

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

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

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

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)
Several types of scholastic dishonesty—**unauthorized collaboration**, **plagiarism**, and **multiple submissions**—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see Section 11-802, *Institutional Rules on Student Services and Activities.*
### Course Schedule (any changes will be announced in class and on Canvas)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Course Introduction &amp; Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>Jan 22</td>
<td>Bring to class any syllabus-related questions</td>
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<tr>
<td></td>
<td>Chapter 1 &amp; 2 in ORGB</td>
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<td></td>
<td>Organizational Behavior – who, what, why and when</td>
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<td></td>
<td>Challenges for Managers</td>
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<tr>
<td>Jan 24</td>
<td>Chapters 1 &amp; 2 in ORGB (continued)</td>
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<td></td>
<td>Consolidated Products Case (read case on Canvas)</td>
<td></td>
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<tr>
<td>Jan 29</td>
<td>Organizational ethics and ethical decision making</td>
<td></td>
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<tr>
<td></td>
<td>The MBA Hacker Case (read case on Canvas)</td>
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<tr>
<td>Jan 31</td>
<td>Jack Abramoff discussion (view Abramoff video at <a href="http://tiny.cc/MAN336">http://tiny.cc/MAN336</a>)</td>
<td>Vanatin Case Study (read case on Canvas)</td>
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<tr>
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<td></td>
<td>Chapter 1 – Blind Spots (read on Canvas)</td>
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<tr>
<td>Feb  5</td>
<td>Chapters 3 &amp; 4 in ORGB</td>
<td>Personality test &amp; self-assessment paper due</td>
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<td>Individual Processes and Behavior – why we care about understanding the individual</td>
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<tr>
<td>Feb  7</td>
<td>Subarctic Survival Situation</td>
<td>Complete Step 1 of Subarctic prior to class</td>
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<td>Introduction to teams and team effectiveness</td>
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<tr>
<td>Feb 12</td>
<td>Designing High Performing Teams</td>
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<td>Chapter 9 in ORGB</td>
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<td></td>
<td>The Army Crew Team – Harvard case study</td>
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<tr>
<td>Feb 14</td>
<td>Introduction to decision-making</td>
<td>Team Agreement Due</td>
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<td></td>
<td>Conflict on a Trading Floor Case study</td>
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<tr>
<td></td>
<td>Read article “Good Directors and Bad Behavior” (course pack)</td>
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<tr>
<td>Feb 19</td>
<td>Chapter 5 in ORGB</td>
<td>e-mail information regarding group project topic</td>
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<tr>
<td></td>
<td>Motivation at work – concept, theories and application</td>
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<tr>
<td>Feb 21</td>
<td>The application of teams and motivational theories: in the US and globally</td>
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<td></td>
<td>Lincoln Electric Case study</td>
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<td>Feb 26</td>
<td>The Monk &amp; The Riddle in-class leadership discussion</td>
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<td></td>
<td>Leadership and management in entrepreneurial and established organizations</td>
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<tr>
<td>Feb 28</td>
<td>Effective decision making by groups and individuals</td>
<td>Cross-Cultural Interview paper</td>
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<td>Chapter 10 in ORGB</td>
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<td></td>
<td>Dave Armstrong (A) Case study</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>Mar 5</td>
<td>Exam 1</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Teams, influence, organizational structure, motivation beyond intrinsic rewards, and creative management Chapter 15 in ORGB AES Corporation case study - note: case study is posted on Canvas not in course pack.</td>
<td></td>
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<tr>
<td>Mar 19</td>
<td>Leadership theories and application GE’s Two-Decade Transformation: Jack Welch’s Leadership case study Chapter 12 in ORGB</td>
<td>Interim Group Project Report due by 11:59pm</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Mt. Everest Case Study High performing teams and managing in times of crisis</td>
<td></td>
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<tr>
<td>Mar 26</td>
<td>Effective negotiation and conflict Chapter 13 in ORGB Six Habits of Merely Effective Negotiators article can be found on Canvas</td>
<td>Job Negotiation in-class exercise - Materials to be provided at start of class</td>
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<tr>
<td>Mar 28</td>
<td>Cityside Financial Services Case The benefits and challenges of diversity</td>
<td></td>
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<tr>
<td>April 2</td>
<td>Royal Dutch Shell in Nigeria Case Corporate Citizenship and Responsibility</td>
<td></td>
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<tr>
<td>April 4</td>
<td>Chapter 16 in ORGB Oil &amp; Wasser Case Study Organizational Culture and control</td>
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<tr>
<td>April 9</td>
<td>Silvio Napoli at Schindler India Case Chapter 18 in ORGB Organizational Change and Leadership across country borders</td>
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<tr>
<td>April 11</td>
<td>Enron – The Smartest Guys in the Room</td>
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<tr>
<td>April 16</td>
<td>Group Project Oral Presentations: Groups 1-4</td>
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<tr>
<td>April 18</td>
<td>Group Project Oral Presentations: Groups 5-7</td>
<td></td>
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<tr>
<td>April 23</td>
<td>Group Project Oral Presentations: Groups 8-10</td>
<td></td>
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<tr>
<td>April 25</td>
<td>Top Five Take-Aways Discussion</td>
<td>Top Five Take-Aways paper</td>
</tr>
<tr>
<td>April 30</td>
<td>Exam 2</td>
<td>Exam 2</td>
</tr>
<tr>
<td>May 2</td>
<td>Course Wrap-up The Meaning of Life Lecture</td>
<td>Complete Online Confidential Group Project Evaluation Form by midnight All Group Project Reports due</td>
</tr>
</tbody>
</table>
Case Study Questions:

Please read the directions for individual case preparation and group case presentations.

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. How can Coach P. salvage the Varsity team?
4. At the end of the case, what action should Coach P. take on Tuesday?

Conflict on a Trading Floor
1. What are the stakes for the protagonist in “Conflict on a Trading Floor?”
2. What options are available?  Now, come up with more options!
3. Which would you choose?  Why?
4. If your group is presenting this case, please include relevant material from the article “Good Directors and Bad Behavior” into your presentation

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 factors will be critical to Lincoln's continued success?
4. What recommendations would you make to Mr. Willis?
5. What is the applicability of Lincoln's approach to motivation to other companies and situations?

Dave Armstrong
1. Which job should Dave Armstrong take and how did you reach this conclusion?
2. What key qualitative aspects did you focus on?
3. Relate the decision making process that Armstrong should undertake to the decisions that a corporation must make when facing a high degree of uncertainty.
4. Create a quantitative, data-driven model to help reach a conclusion.

AES Case Study – this case is posted on Canvas (not in course pack)

The position you argue for will need to be written from the perspective of you as a director on the Board of Directors trying to convince the other directors that your position should prevail. Please select only one of the three positions to defend.

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 question, from strictly a management position, what have been the key policies 
and procedures that allowed AES to be successful for 25 years?

GE’s Two-Decade Transformation
1. How difficult a challenge did Welch face in 1981? How effectively did he take charge?
2. What is Welch’s objective in the series of initiatives he launched in the late 1980’s and early 
1990’s? What is he trying to achieve in the round of changes he put in motion in that period? Is 
there logic supporting the change process?
3. How would you describe Welch in the early 80’s? How does he change over time?
4. How does such a large, complex diversified conglomerate defy the critics and continue to grow 
so profitably? How has Welch’s various initiatives added value?
5. 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?

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 personal characteristics does it take to reach the summit?
4. What is your evaluation of Scott Fischer and Rob Hall as leaders? Did they make some poor 
decisions? If so, why?
5. What are the lessons from this case for general managers in business enterprises?

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?
4. If you were on the board of directions, what would you do?

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?
Oil and Wasser

1. What do we know about these two companies? What about 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. Based on what is presented in the case, how will this merger of equals work out? Why?
4. In your opinion, what can HR do to promote a “global mindset” in the combined organization?
5. What recommendations would you make concerning the requested leadership development plan? What about for HR and the combined organization in general?

Silvio Napoli at Schindler India

1. Was Silvio the right choice for general manager of Schindler’s India operations? Explain your reasoning.
2. As Luc Bonnard, how would you evaluate Silvio’s first seven months as general manager? What criteria would you use to perform this evaluation? What advice would you offer?
3. What advice would you give Silvio regarding his decision on the non-standard glass wall elevator that has been ordered?
4. How should he deal with the challenges he is facing over transfer prices and limited technical cooperation from the European plants?
5. What are the key take-aways from this case?