OM 386: SERVICE OPERATIONS MANAGEMENT
Spring 2017
SYLLABUS
Unique No. 04525: MW 2:00 - 3:30 PM in GSB 3.138

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Office Hours: Please see Canvas
Mail Box: IROM Dept., CBA 5.202
Web: All web material is on Canvas

COURSE DESCRIPTION
Services abound in almost every sector of our economy. In fact, even sectors considered traditional
manufacturing often involve businesses that couple the production of goods with some type of service.
Based on this fact, studies that estimate services account for over 60% of GDP worldwide and
approximately 80% of the GDP in the United States are probably conservative. Consequently, it is vital for
business school graduates to understand the management of service operations. In this course, we explore
the dimensions of successful service firms. Outstanding service organizations are managed differently than
their "merely good" competitors. Actions are based on totally different assumptions about the way success
is achieved. The results show not only in terms of conventional measures of performance but also in the
enthusiasm of the employees and quality of customer satisfaction. Beginning with the service encounter,
service managers must blend marketing, technology, people, and information to achieve a distinctive
competitive advantage. We will study service management from an integrated viewpoint with a focus on
customer satisfaction. The material will integrate operations, marketing, strategy, information technology,
and organizational issues.

Specific topics include:
(i) Designing a service strategy and delivery system.
(ii) Defining and managing service quality which includes achieving consistent quality even with
customization, managing service employees and customers (often considered co-producers), and
failure recovery from disruptions.
(iii) Managing variability and uncertainty including waiting line design, capacity management, and
revenue/yield management.

We will study examples from healthcare, hospitality/entertainment, retail, insurance, transportation, call
center operations, and the public sector.

COURSE OBJECTIVES
(1) To study "breakthrough" services in order to understand the operations of successful service firms that
can be benchmarks for future management practice.
(2) To develop an understanding of the "state of the art" of service management thinking.
(3) To appreciate the organizational significance of managing the service encounter to achieve internal
and external customer satisfaction.
(4) To gain an appreciation of the complexities associated with managing quality, risk management, and
implementing change in a service business.
(5) To develop skills for diagnosing and analyzing problems in a service business using a combination of
qualitative and quantitative techniques.
(6) To develop an awareness of the opportunities that information technology can provide for enhancing
a service firm’s competitiveness.
(7) To understand the dimensions of service growth both domestically and internationally.
(8) To appreciate the entrepreneurial opportunities in services.

COURSE MATERIALS
This course will be a mixture of case-studies, tutorials, and other exercises. Readings will come from the following sources:


To purchase the eBook:
   • Go to https://create.mheducation.com/shop/
   • Search for and select book by Title, ISBN, Author, or State/School (ISBN: 9781309049655; Title: Service Operations Management)
   • Add the book to your cart and pay using a credit card or access code.

2. Harvard Business School Publishing Coursepack (denoted by “HBSP” in the course schedule). Please go to http://cb.hbsp.harvard.edu/cbmp/access/57779328 to acquire. (Note: the first time you login, you will have to register for an account.)

3. Handouts from the Professor (denoted by “Handout” in the course schedule; whenever possible a Handout will be made available electronically at Canvas).

4. Pegden, C.D. and D.T. Sturrock. 2014. Rapid Modeling Solutions: Introduction to Simulation and Simio. Sewickley, PA: Simio LLC. (This is a free manual available inside the Simio simulation software package (see below) on the “Support” ribbon under “Books.” It will be referred to as the “Simio Reference” in the course schedule.)

The following software will be used in this course for analysis:

2. Palisade Decision Tools Software Suite. This suite of software are all add-ins to Microsoft Excel for Windows made available to all McCombs students.
3. Simio Simulation Software. This is a process simulation software for Windows for which McCombs has a site licensing arrangement. It is very useful for designing service processes and managing risk.

The course schedule at the end of this document lists, for every class session, the topic, readings, cases, assignments, and anything else of importance. Please read this schedule carefully before every session. If the schedule changes, I will provide updates. Because class time is our most precious and inelastic resource, please come to every class prepared. Essential preparation includes reading the assigned readings and cases, doing the assignments, and bringing these resources and materials to each class.

I will provide electronic copies of the PowerPoint slides (and other materials available in electronic format) at Canvas before each class session.
PERFORMANCE EVALUATION

The performance criteria are weighted as follows:

Class Preparation Assignments 20%
Test 1 (Take-home) 20%
Test 2 (Take-home) 20%
Group Project 20%
Class Participation 20%

Class preparation questions, tests, and project grades will be posted to Canvas shortly after these assignments are graded. Please check your grades repeatedly throughout the semester and report any problems to me immediately.

Final letter grades in this course will be assigned according to the following final numeric grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Value</th>
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<tbody>
<tr>
<td>A</td>
<td>≥93.3</td>
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<tr>
<td>A-</td>
<td>≥90.0</td>
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<tr>
<td>B+</td>
<td>≥86.6</td>
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<tr>
<td>B</td>
<td>≥83.3</td>
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<tr>
<td>B-</td>
<td>≥80.0</td>
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<tr>
<td>C+</td>
<td>≥76.6</td>
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<tr>
<td>C</td>
<td>≥73.3</td>
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<tr>
<td>C-</td>
<td>≥70.0</td>
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<tr>
<td>D+</td>
<td>≥66.6</td>
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<tr>
<td>D</td>
<td>≥63.3</td>
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<tr>
<td>D-</td>
<td>≥60.0</td>
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<td>F</td>
<td>&lt;60.0</td>
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Class Preparation Assignments are pre-class work designed to encourage preparation for class sessions. These assignments will be mostly case or exercise questions. Each assignment will be posted on Canvas about one to two weeks in advance of the due date (see the course schedule at the end of this document for assignment due dates). You may work in groups to prepare for class, but assignment solutions are to be submitted individually. All assignments must be submitted electronically through Canvas by the beginning of class on the date listed in the course schedule. No late assignments will be accepted.

Each class preparation assignment question will be graded in the following manner: 10 (good effort), 8 (fair), 6 (less than satisfactory) or 0 (otherwise). Each question grade will weigh equally into your final class preparation assignments grade.

Note, I will not add an assignment beyond what is already listed in the course schedule, but I may choose to shift an assignment later in the schedule or eliminate it altogether, if necessary.

Tests 1 and 2 will be 24 hour take-home tests designed to assess your knowledge of the course concepts. I am planning to distribute Tests 1 and 2 on Wednesday, March 1 and Wednesday, April 26, respectively, at the end of class.

The Group Project will allow you to apply the course concepts by conducting in-depth analysis of a service business in self-selected groups of four or five people. There are three choices:

1. Enhance an existing service business by diagnosing and solving a real service problem. This will require obtaining real information/data about a real service process/problem, analyzing it, and making recommendations for improvement. It is useful to think of this project as writing a case as well as its analysis.
2. Develop a new service business operations plan. This will require specifying a service strategy and a delivery system that supports it. It should also consider issues of managing quality, risk, and revenue (if applicable).
3. Propose your own idea. If your project idea does not fit into the other two choices, please suggest it to me. Note: you will have to convince me that it is a viable project.

There are four deliverables for the project (due dates are listed in the course schedule; percentage of project grade is listed below in parentheses):
1. A one-page proposal (10%).
2. A one-page progress report (10%).
3. A 20-minute in-class presentation at the end of the semester (see the course schedule) (20%).
4. A final report of up to 10 pages (1.5 spacing in 12 pt. font) including an executive summary plus up to 5 pages of exhibits (60%).

**Class Participation** is designed to encourage good preparation and discussion in each class session. This is a class in which we can all learn a great deal from each other because everyone encounters services daily. Therefore, this is portion of the performance evaluation that is also intended to reward those who enrich the classroom experience for others.

It is important that everyone come to class prepared and willing to contribute to discussion. Ideally, you will make concise, insightful, and eloquent comments in every class. However, I also recognize the importance of making smaller contributions, including asking good questions. I believe that the learning environment is best when the discussion is not dominated by a few, but moved along incrementally by all of us. Do not be afraid to make points that you may regard as minor, ask clarifying questions, or otherwise contribute in small ways. Lastly, at the beginning of most classes, we will start with a short discussion of someone’s own personal service encounter or what is going on in the news related to service operations management.

**Regrade Requests:** If you would like a regrade of any assignment, test, or project, please appeal it within SEVEN (7) CALENDAR DAYS of:
   a) For the tests and assignments, the date that it is graded.
   b) For the project, the first class day of the semester immediately following your course.

After these seven days, I will consider all grades final unless they have been appealed.

Please realize that there are standard policies for point deductions for each problem with any exam or assignment, so unless the grader has misapprehended your intent or misread your work, any partial credit is unlikely to change.

**OTHER IMPORTANT INFORMATION:**

**Feedback:** You and I will work together to create the best learning environment possible. Your informal feedback is very important to me. Please let me know throughout the semester if there is anything I can do to enhance your class experience.

**Logistics:** Attendance at each class session is expected unless otherwise noted. If you are unable to attend a class on a given day, please check with your classmates to find out whether any in-class announcements were made. Please use e-mail for questions wherever feasible versus the telephone.

**Canvas:** Password-protected class sites will be available for all accredited courses taught at the University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Canvas allows a great deal of flexibility on how information is organized. I have chosen to put most course information under “Files”. Assignments are posted under “Assignments”. Note: 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/gi02-03/appc09.html](http://www.utexas.edu/student/registrar/catalogs/gi02-03/appc09.html).
McCombs Classroom Professionalism Policy: The highest professional standards are expected of 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. Classroom expectations of students include:

- Students will arrive on time.
- Students will be fully prepared for each class.
- Students will attend the class section to which they are registered.
- Students will respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Phones and wireless devices are turned off unless otherwise instructed by the professor.

Academic Dishonesty: The McCombs School of Business has 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, test, or project.

The responsibilities for both students and faculty with regard to the Honor System are described on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. As a Texas MBA student, you agree to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

As specific guidance for this course, you should consider the writing of all tests to be an individual effort. Group preparation for tests is acceptable and encouraged. Class preparation assignments are to be turned in individually but I encourage you to work together in answering the questions. You should, however, develop your own answer and not cut and paste the work of others. The project is a group exercise, but each group must do its own work.

Use of Class Materials: The materials used in this class, including, but not limited to, lecture materials, tests, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Academic Accommodations: 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/. Additionally, accommodation for observance of religious holidays is also possible. Following UT Austin policy, please 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.

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

Miscellaneous Information: On January 27-28, March 22, and May 5-8, I may have professional commitments off-site. On these dates, it is likely that I will have an email connection, but it may be limited.

Acknowledgements: I am grateful for the help and support provided by the following faculty in the development of this course: Robert Batt (Univ. of Wisconsin, Madison), Ramandeep Randhawa (Univ. of Southern California), Anita Tucker (Boston Univ.), Mary Jo Bitner (Arizona State Univ.), Mike Dixon (Ivey – Univ. of Western Ontario), Noah Gans (Wharton), Itai Gurvich (Kellogg), and Elliott Weiss (Darden).
# OM 386: Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Case</th>
<th>Due*</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Course Introduction</td>
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<tr>
<td>1/23</td>
<td>Service Strategy/Service Offering</td>
<td>The Four Things a Service Business Must Get Right (HBSP); Fitzsimmons et al. Chapter 1</td>
<td>Shouldice Hospital (HBSP)</td>
<td>Questions on The Four Things… article and Shouldice Hospital</td>
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<tr>
<td>1/25</td>
<td>Funding Mechanism</td>
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<td>Innovation at Progressive (A): Pay as you go (HBSP)</td>
<td>Innovation at Progressive (A): Pay as you go preparation questions</td>
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<td>1/30</td>
<td>Employee/Customer Management Systems</td>
<td>Fitzsimmons et al. Chapter 4</td>
<td>Oberoi Hotels (HBSP)</td>
<td>Oberoi Hotels and Zipcar preparation questions</td>
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<td></td>
<td>Service Design</td>
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<tr>
<td>2/1</td>
<td>Service Design and Process Analysis</td>
<td>Fitzsimmons et al. Chapter 3</td>
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<tr>
<td>2/6</td>
<td>Service Process Analysis and Blueprinting; Little’s Law</td>
<td>Service Blueprinting: A Practical Technique for Service Innovation (Handout)</td>
<td>Shouldice Hospital (HBSP)</td>
<td>Shouldice Hospital preparation questions</td>
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<tr>
<td>2/8</td>
<td>Little’s Law and Queueing</td>
<td>Fitzsimmons et al. Chapter 12; Line, line everywhere a line… (Handout)</td>
<td>CRU Rentals (HBSP)</td>
<td>CRU Rentals preparation questions</td>
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<tr>
<td>2/13</td>
<td>Simulation I</td>
<td>Simio Reference, Pages 1-10 and Appendix 1</td>
<td>Urgent Care Clinic Caselet (Handout)</td>
<td>Simio Set-up Assignment</td>
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<tr>
<td>2/14</td>
<td><strong>Guest Speaker:</strong> Jorge Giannattasio, Martin Arauz and Keith Grossman (Starwood Hotels &amp; Resorts Worldwide, Inc.); <strong>Time and Location:</strong> 6-7:30pm in CBA 5.330</td>
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<tr>
<td>2/15</td>
<td>Simulation II</td>
<td>Simio Reference, Pages 21-43.</td>
<td>Urgent Care Clinic Caselet (Handout)</td>
<td>Group Project Proposal</td>
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<tr>
<td>2/20</td>
<td>Simulation III</td>
<td>Simio Reference, Pages 44-50, 63-68.</td>
<td>The BAT Case (HBSP)</td>
<td>The BAT Case preparation questions</td>
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<td>Service Quality</td>
<td>Fitzsimmons et al. Chapters 6 and 7</td>
<td>Virginia Mason Medical Center (Abridged) (HBSP)</td>
<td>Virginia Mason Medical Center (Abridged) preparation questions</td>
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<td>2/27</td>
<td>Quality SPC</td>
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<td>Quality Wireless (A)</td>
<td>Quality Wireless (A) and (B) preparation questions</td>
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<tr>
<td>2/28</td>
<td><strong>Guest Speaker:</strong> Steve Goldberg (Southwest Airlines); <strong>Time and Location:</strong> 5-6pm in CBA 5.330</td>
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<td>3/1</td>
<td>Quality Service Recovery; Distribution of Test 1</td>
<td>Stop Trying to Delight Your Customer (HBSP)</td>
<td>JetBlue Airways: Valentines Day 2007 (HBSP)</td>
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<td>3/6</td>
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<td>3/8</td>
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<tr>
<td>3/20</td>
<td>Guest Speakers: Charu Joneja, Karl Koenig (Dell Medical School)</td>
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<td>Service Operations</td>
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<td>3/22</td>
<td>Staffing and Scheduling I</td>
<td>Fitzsimmons et al. Chapter 11</td>
<td>IBM Retail Assessment at Dillard’s (HBSP)</td>
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<tr>
<td>3/27</td>
<td>Staffing and Scheduling II; Location Analysis I</td>
<td>Fitzsimmons et al. Chapter 8</td>
<td>IBM Retail Assessment at Dillard’s (HBSP)</td>
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<tr>
<td>3/29</td>
<td>Location Analysis II</td>
<td>Fitzsimmons et al. Chapter 8</td>
<td>Location at AB Corp. (HBSP)</td>
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<td>4/3</td>
<td>Routing</td>
<td>“School Chaley Hum:” Optimizing Students Commute to KPS (HBSP)</td>
<td>“School Chaley Hum:” Optimizing Students Commute to KPS</td>
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<td>4/5</td>
<td>Service Productivity: DEA</td>
<td>Fitzsimmons et al. Chapter 7 Supplement</td>
<td>Group Project Progress Report</td>
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<td>Revenue Management</td>
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<td>4/10</td>
<td>Rev Man: Customer Valuations Game</td>
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<td>Customer Valuations Game (Handout)</td>
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<td>4/12</td>
<td>Rev Man: Theory and Harrah’s Entertainment, Inc.</td>
<td>Cachon and Terwiesch Chapter 16</td>
<td>Harrah’s Entertainment, Inc. (Handout)</td>
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<td>4/17</td>
<td>Rev Man: Motherland Air Exercise</td>
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<td>Motherland Air (Handout)</td>
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<td>4/19</td>
<td>Rev Man: Motherland Air Debrief and Wrap-up</td>
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<td>Motherland Air Preparation Questions</td>
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<td>Platform Service Models</td>
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<td>4/24</td>
<td>Guest Speaker: Steve Matthews (Teradata)</td>
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<td>4/26</td>
<td>The Platform Model; Distribution of Test 2</td>
<td>Pipelines, Platforms, and the New Rules of Strategy? (HBSP) Do you really want to be an eBay? (HBSP)</td>
<td>Platform Articles Preparation Questions</td>
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<tr>
<td>5/1</td>
<td>Presentations</td>
<td></td>
<td>Project Presentation Slides and Final Report</td>
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<tr>
<td>5/3</td>
<td>Presentations</td>
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</table>

* Assignments are due by the beginning of class at Canvas.
The Honor System

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 McCombs School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

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

Expectations Under the Honor System

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 Management 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 McCombs 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 McCombs School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the McCombs School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.
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.

Unauthorized Collaboration

If you work with another person on an assignment for credit without the instructor's permission to do so, you are engaging in unauthorized collaboration.
• This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.

• For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections 11-802(c)(6) & 11-802(e), Institutional Rules on Student Services and Activities.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

• Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is not permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

• The instructor—not the student—determines the purpose of a particular assignment and the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.

• Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

• The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.

• Be sure to distinguish between collaboration that is authorized for a particular assignment and unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you and/or another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

• How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

• If an instructor did not authorize students to work together on a particular assignment and you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
• For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent as your own work any material that was obtained from another source, regardless how or where you acquired it.

• Plagiarism can occur with all types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See Section 11-802(d) of the Institutional Rules on Student Services and Activities for the University's official definition of plagiarism.)

• Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.

• As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, and/or approval.

Using verbatim material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as ideas drawn from an original source or even its structure (e.g., sentence construction or line of argument).

• Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on paraphrasing.)

Plagiarism can be committed intentionally or unintentionally.

• Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.

• Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.

• But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism and the appropriate techniques for scholarly attribution. (See related information on paraphrasing; notetaking and proofreading; and acknowledging and citing sources.)

By merely changing a few words or rearranging several words or sentences, you are not paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.
Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on paraphrasing.)

**Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own and which originated with other sources.**

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

**Plagiarism & Unauthorized Collaboration**

*Plagiarism and unauthorized collaboration are often committed jointly.*

By submitting as your own work any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports and then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

**Multiple Submissions**

*Submitting the same paper (or other type of assignment) for two courses without prior approval represents another form of academic dishonesty.*

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See Section 11-802(b) of the Institutional Rules on Student Services and Activities for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.
The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of plagiarism: all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.