

MANAGEMENT 336: ORGANIZATIONAL BEHAVIOR

Fall 2016: Professor Charlee Garden

Professor Charlee Garden

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Additional office hours may also be arranged via appointment.

This syllabus contains the following sections:

- Required reading materials & Grading Rubric
- Information for turing in key deliverables
- Assignments & Key Deliverable due dates
- Course Description
- Details for Key Deliverables: Individual, Team Project & Case Study Questions
- Schedule of class lectures with the required reading & assignments listed by date
- Administrative Policies

Required Reading Materials & Grading Rubric

Reading Materials:

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

- (CP) Course Packet: MAN336 course packet will be available at the University Co-op.
- (HBRe) Harvard Business School Publishing digital course pack. The steps are slightly different for this digital packet. You will only need to purchase one simulation per team!
 1. Each team will be asked to purchase one Change Management Simulation.
 2. Go to: <https://cb.hbsp.harvard.edu/cbmp/access/44738713>
 3. Create a student login, in order to purchase the simulation for \$15.
- Canvas (CV): Additional reading and materials will be posted on Canvas
- And most importantly -- your experience, insight and curiosity ☺

Grading

Grades for this course will be based on both individual and team-based assignments/deliverables. The individual assignments include: class preparation and contribution, individual exams and papers. The team project is a semester long endeavor, culminating in a final presentation.

Exam	20%
Insight papers 1 & 2	30% (15 % each)
Insight paper 3	Pass/Fail
Class contribution	25%
Team project	25%

Grading is based on mastery of course material. Letter grades will be assigned as follows:

A	93 - 100	C+	76.67 – 79.99	D-	60 – 63.32
A-	90 - 92.99	C	73.33 – 76.66	F	Below 60
B+	86.67 – 89.99	C-	70 – 73.32		
B	83.33 – 86.66	D+	66.67 – 69.99		
B-	80 – 83.32	D	63.33 – 66.66		

Information on turning in deliverables:

- 1) **All deliverables.** Please upload all assignments in Canvas by the due date and time. Even when an assignment is a team assignment, each individual student needs to upload the assignment.
- 2) **Insight Papers:** *For all insight papers, please submit on canvas AND place a hard copy of the paper in my mailbox "Garden" outside the 4th floor Management Dept, CBA 4.202. Late papers are eligible for up to 50% credit. If you are going to be absent, please email Cali in advance of the due date to make alternative arrangements.*
- 3) **Team Project:** *For all project related deliverables: 1) each individual will submit on canvas on the due date AND 2) bring a copy to the next class. Late submissions may not receive full credit.*
 - *Please place your team name;*
 - *Each project team member's names;*
 - *And the class section on the top of your paper.*

Assignments and Key Deliverable Dates:

You are expected to come to class prepared for every session, below is an overview of key assignments that are due. Exact times for each due date are entered into canvas. Please submit on time for full credit, late assignments will not be eligible for full-credit.

Every Class Session	Come to class prepared to contribute to the discussion, which means completing the reading and any case assignments or exercises for that day
Once in the semester	Each team is asked share a current event and relate it to Organizational Behavior. Please sign-up in class, the session prior to when your team plans to present.
In Class Aug 30	Form project teams
Wed. Sept. 7	Team Proposal
Sun. Sept 25	Insight Paper #1: Macro Organization Study
Mon Sept 26	Recreation Products
Mon Sept 26	Team Status Report
Wed Sept 28	Survival Exercise
Mon Oct 10	Individual Assessments [bring hardcopy to class, no submission on canvas]
Wed Oct 12	Raw Data and Data Highlights
Sun Oct 16	Insight Paper #2: Team Organization Study
Th Oct 27	Exam 1
Sun Nov 6	Team Project Executive Summary
Mon Nov 7	Negotiation Exercise
Wed Nov 9	Final Project: Team Presentation Slides with notes
Wed Nov 9	Final Project Full Report
Nov 10, 15, 17	In class Team Presentations [Dates will be assigned during class] <ul style="list-style-type: none"> Note: Slides are due on Canvas on Wed. Nov 9th Note: Full final project is due on Canvas Wed. Nov. 9th
Tue Nov 22	Feedback for project teams - online form, link will be provided [no submission on canvas]
Tue Nov 22	Peer Evaluations -- online form, link will be provided
Mon Nov 28	Insight Paper #3: Leadership Paper

Course Description

This advanced survey course reviews concepts and theories of organization behavior through three major components: Macro, teams and Micro.

Marco: The first component focuses on the overall architecture of an organization – its strategy, structure and culture. Issues that we will explore include:

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

Teams: In the second component, we will learn about teamwork group-level dynamics. Some issues that we'll explore include:

- What makes for successful and unsuccessful teams?
- How to interpret and navigate team dynamics.
- What is the difference between productive and unproductive conflict in a team?
- What are the critical factors to consider when designing and leading a team?
- Cultivating a team environment of psychological safety.

Micro: Interpersonal dynamics and Leadership. The third component focuses on in-the-moment interactions. Some of the issues/topics we explore include:

- Individual Personality traits and preferences
- Inspiration and Motivation
- Self-awareness: Intent and Impact
- Interpersonal Conflict Management and Negotiation
- Emotional Intelligence and Resilience

Details for key Deliverables & Case Study Questions

Individual Work

Examination (20%)

Exam Dates: Oct. 27

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

Individual Insight Papers (30%)

Insight Paper Due Dates: Papers are due by the due date and time specified in canvas!

- Insight Paper #1: Macro Organization Study – Sept. 25 @11:00pm
- Insight Paper #2: Team Study – Oct 16 @ 11:00 pm
- Insight Paper #3: Leadership – Nov 28 @ 11:00 pm

For all insight papers, please submit on canvas AND place a hard copy of the paper in my mailbox "Garden" outside the 4th floor Management Dept, CBA 4.202. Late papers are eligible for up to 50% credit. If you are going to be absent, please email Cali in advance of the due date to make alternative arrangements.

You will be responsible for three short insight papers during the semester.

- In the first paper you will analyze the strategy, structure & culture of an organization and evaluate the impact of macro elements on organization effectiveness. Additional information for this assignment will be posted on Canvas.
- In the second paper you will analyze a prior or current experience in which you worked as part of a team. Additional information for this assignment will be posted on Canvas.
- In the third paper you will have the opportunity to gather feedback and analyze your own effectiveness as a leader. Additional information for this assignment will be posted on Canvas.

Paper 1 should not exceed 3 double-spaced pages, paper 2 should not exceed 4 double-spaced pages (1-inch margins, 12-point type). Paper 3 can be as long as you choose.

The material in the readings should play an important role in your papers. Remember that this course is cumulative. Thus, material from earlier readings may be relevant and should be applied even if it means using concepts that were not discussed for several weeks. In preparing your

papers, it is acceptable for you to discuss your ideas with your classmates. However, from an honor code perspective, it is necessary that the paper you submit is your own material.

Class Contributions (25%)

Class contribution which comprises 25% of your final course grade, will be evaluated as a gestalt. Class contribution will be graded as an straight letter grade of A, B, C, or D.

Class contribution is more than just showing up, it's making a contribution to the class. The class discussions are one of the primary vehicles through which learning will take place in this course. In order to effectively contribute to a spirited, informed discussion it is important to be prepared for each class. Class discussions are intended to enrich your understanding of the course material, to help identify concepts and theories for which you need clarification, to provide a context for you to share your own insights and experiences with other class members. It therefore is important that you are present for and actively engaged in all class discussions. Many students are intimidated by the "obligation" of speaking up in class. While that is understandable, I want to challenge you to stretch, push yourself to go out of your comfort zone. Your anxiety will be reduced only through practice. The secret to cutting your stress level is to BE PREPARED. To actively participate will require that you read the assigned material and prepare the assigned case or exercise before coming to class. Class contribution will be evaluated in terms of several factors, which are described below.

Attendance and Punctuality:

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

****Absences and lateness are treated the same in this class. *****

Both will have a negative impact on your course grade. I understand that "life happens" so everyone will receive 3 passes – after 3 latenesses/absences (excused or unexcused) the class preparation/contribution portion of your course grade will be reduced by a minimum of a grade.

Readings and Case Preparation

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

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

Class Contributions:

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

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

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

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

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

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

Team Project

Semester-Long, Team Project (25%). This project is the largest collaborative learning activity for the course. Class members will work in teams of up to 4 people to study a real organization (public, private or non-profit). Please note that student-run groups on campus are not permitted for this project.

Purpose

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

This project requires your team to explore a problem or issue of concern to an organization of your choosing. A “wow” team project will produce real results. My ideal goal is that your team has a significant positive impact on the organization that you consult with.

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

Connecting with an organization

There are two general approaches your team can take for this project:

1. Your team can identify and gain access to an organization via your personal network (i.e., family, friends and business acquaintances). Your team will focus on an issue or problem that the organization is facing and is relevant to this course. It may take more than one conversation with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. I advise you to be selective in choosing an issue or problem to study, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis.
2. Your team can gain access to an organization by providing a volunteer service. The UT Volunteer and Service Learning Center maintains a list of non-profit organizations that would benefit from student volunteers <http://www.volunteersolutions.org/ut/volunteer/>. With this option, your team will perform a specific task for the organization. Some examples of this type of project include doing a community service project for a social service agency, or conducting financial or marketing analyses for an organization. Your team can work with an organizational sponsor to select a project that will contribute positively to the mission of that organization. This task should be one that can be completed during the semester and take no more than 10 hours of each team member's time. Performing this task is what will provide your team access to the organization and its members, and this will allow you to identify a problem or issue for your team to assess for this course project.

Irrespective of what option you choose, your team will gather information from multiple individuals employed at (or working on behalf of) the organization through direct contact (e.g., interviews, surveys). You may supplement this information with data from the media, the organization's

literature, and other secondary sources. You should identify a relatively recent problem or issue to analyze (i.e., this should not be an historical account of a problem and the company's solution). Your team should focus its analysis by applying the concepts from the course. While it is acceptable and probably necessary to incorporate several concepts from the course, please aim for depth rather than breadth in using course concepts.

A complete project contains all:

- Identifying a central challenge that the organization is facing. [NOTE: your understanding and framing of the challenge will most likely morph as you gather data and work with your organization.]
- Gathering data to view the organization from multiple perspectives and models
- Analyzing the data – what course concepts can be applied to understand this challenge?
- Communicating the information to the organization in a way that you can have an actual positive impact on the organization.
- Collaborating with the organization to make a positive impact.
- Gathering (+2/-2) feedback from your client.
- Learning/growing as a team.

Team Project Expectations and Grading:

Your team project, which comprises 25% of your final course grade, will be evaluated as a gestalt. Team project is graded as an straight letter grade of A, B, C, or D.

The outcomes I am looking for include:

- Positive Impact on Organization: Utilizing appropriate communication & change management techniques to make an impact on the organization. This will requiring true collaboration with your organization.
- Data Gathering & Analysis: 1) Gathering data to analyze ☺ 2) Appropriate use of course concepts & Integration of course concepts with information about the company and problem; i.e., how well do you integrate course concepts with information about the problem to illuminate the problem in a way that suggests potential solutions?
- Team learning: How did your team learn and grow as a project team
- Client feedback: (+2/-2) feedback from your client on both the impact the project had on the organization and on the consulting team as a whole.

Projects that receive an A grade, typically have exceeded all of the above expectations, as well as, provided some “wow” factor.

- “Wow” factor: Something above and beyond.

Deliverables

For all project related deliverables: 1) EACH MEMBER must submit a copy of the project deliverable on canvas by 10:00 am on the due date AND 2) bring a copy to the next class. Please place your team name; Each project team member’s names and the class section on the top of your paper. Late submissions will not receive full credit.

1. Aug 30 – Form Project Teams.

2. **Sept 7 – Team Proposal.** This 1-page document (1” margins, single spaced, 12-point type) should include:
- the names of your team members, your team name, your class section/time
 - the name of your host organization
 - the position and level of your contact person
 - the approach you will use to gain access to the organization
 - the “presenting issue/challenge”: What the organization would like help with.

NOTE: Scoping and framing the issue you will focus on is critical to your overall success. The presenting issue may or may not turn out to be the final issue.

NOTE: I am the audience for this proposal. Please use clear, concise communication. I prefer bullet points and summary statements to make it easy to read/follow.

3. **Sept 26– Project Status Report and Data Gathering.** This 2-page document (1" margins, single spaced, 12-point type) should include:

Page 1:

- the names of your team members, your team name, your class section/time
- the name of your host organization
- a brief description (no more than 3 sentences) of the problem statement/issue/challenge you are working on as a consulting team.
- data gathering, update: How are you gathering data - survey, interviews, observations, team meetings? Include a list of whom you will be gathering data from.

Page 2:

- Include list of data gathering questions.

NOTE: I am the audience for this proposal. Please use clear, concise communication. I prefer bullet points and summary statements to make it easy to read/follow.

4. **Oct 12-- Raw Data and Data Highlights**

This assignment includes a link to your raw data as well as a highlights document. The "data highlights" document needs to be turned in on Canvas, as well as a link in google docs.

The highlights document is intended to be less than 1 page. (1" margins, single spaced, 12-point type) should include:

- o the names of your team members, your team name, your class section/time
- o the name of your host organization
- o Three working hypothesis based on your data
- o Upto 10 bullet points listing the highlights from the data
- o A link to your raw data. (Including survey and interview data) You do not need to format this data.

NOTE: Projects that are on-track have gathered a substantial amount of data, have formed some hypothesis of the organization based on this data, and begun to dialogue with their clients around the data.

NOTE: More is not always better, you may only have 2 or 3 key highlights

NOTE: I am the audience for this proposal. Please use clear, concise communication. I prefer bullet points and summary statements to make it easy to read/follow.

5. **Nov 6-- Executive Summary.** This is up to a 2-page document (1" margins, 12-point type, double-spaced) should include:

This is an important assignment. It is your primary tool to share with me the the overview of your project. I will be using the executive summaries to determine the order of the presentations. Teams that I think will have the best projects, based on the executive summaries, will be selected to go first.

- the names of your team members, your team name, client organization name
- Team Self Reflection: Do you believe your team should be one of the teams present ing on day 1 as part of setting the standard. If so, please state your rationale.

Project Highlights: [Imagine this was the only document someone was going to see about your project. Please include what you think is most important.]

Items MAY include:

- Problem/issue/challenge and your final project statement and how it changed over the project
- a brief summary of the key factors and/or insights
- a brief summary of your interaction with your client, including feedback from your client
- any key team learnings

NOTE: LESS IS MORE! The goal is clear, concise communication – I prefer bullet points. Please format this document in an easy to read format, as if preparing it for a busy executive.

This is an important assignment. It is your primary tool to share with me the the overview of your project. I will be using the executive summaries to determine the order of the presentations. Teams that I think will have the best projects, based on the executive summaries, will be selected to go first.

6. **Nov 9 – Final Project: Full Report** The Final Project: Full Report will be in the form of a “slide deck” (upto 50 slides) and will be an extension of the presentation that you deliver in class.

As you create your full report, please be mindful of the overall expectations for the project. The final project full report is your chance to brag about what you accomplished and how you did it. It's also a good opportunity to share what you learned along the way.

You have the freedom to shape your final report any way you think is effective. I am the audience for your final project: full report. You are welcome to add appendices that include charts, data gathered, or other material not necessary in the main body of your report. Appendices won't be counted in your slide total.

7. **Nov 9 - Final Project: Oral Presentation Submit Slides.** Please submit a copy of your presentation slides along with any accompanying notes. All presentation slides are due on Nov 9, regardless of the day that you are presenting in class.
8. **Nov 10, 15, 17 - Final Project: Oral Presentation.** Up to 10 min. Presentation order will be arranged in class. You have the freedom to shape your final project: Oral Presentation in any way you think is effective.

You should feel free to distribute to the class any printed material that will assist with the presentation. Each team is asked to provide me with a copy of slides with notes pages that summarize the main point for each slide.

9. **Nov 22 - Providing feedback.** As a team you will be asked to provide feedback to the other teams. Giving feedback will be a large part of your job after graduating.

10. **Nov 22 – Peer evaluation.** The link to peer evaluation will be posted on canvas. This evaluation asks you to provide a confidential evaluation your team members – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). Your individual grade on the team project will be based on your team grade, weighted by your peers' evaluations. NOTE: You will also have an opportunity for an authentic feedback exchange with your peers the last week of class.

General Words about Teamwork

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

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

I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. If you can't, bring it to me and we will try to come up with a solution.

Case Reflection Questions

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

Southwest Airlines

1. Analyze Southwest's strategy through the model proposed in, "Are you sure you have a strategy?"
2. How has Southwest been able to deliver consistent high performance over such a long period of time?
3. What is its competitive advantage?

Smile Factory

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

Recreation Products, Inc.

NOTE: This is a team assignment.

1. What new external demands is RPI facing and what pressures have they created for RPI?
2. How would you characterize RPI's current structure?
3. What problem(s) is RPI experiencing with its structure, and why?
4. Your project team will recommend a new structure for RPI. Please list the pros and cons of your recommended structure and propose actions to overcome the cons.

The Team that Wasn't

1. What specific performance problems is the team experiencing?
2. Analyze the team's team design and the broader organizational context of FireArt -- what factors are contributing to the team's problems?
3. How much is Eric to blame for the team's problems? What about Jack?
4. Is Randy's behavior indicative of a person problem, a situation problem, or both?
5. What should Eric do now?

Thomas Green

1. What is your analysis of Thomas Green's actions and job performance in his first five months? What has he done correctly? What mistakes has he made?
2. What are the possible underlying agendas of Davis and McDonald?
3. What actions, if any, would you take if you were Thomas Green?
- 4.
5. Is Randy's behavior indicative of a person problem, a situation problem, or both?
6. What should Eric do now?

MBA Hack Job (Part A)

Please prepare answers to the 3 questions included at the end of the case. (course packet.)

MAN 336 COURSE SCHEDULE Spring 2016

Legend for Required Reading Materials:

- (CP) Course Packet
- (HBRe) Harvard Business School Publishing digital course pack.
- Canvas (CV): Additional reading and materials will be posted on Canvas
- And most importantly -- your experience, insight and curiosity ☺

Th Aug 25	Course Introduction <u>Please Read:</u> <ul style="list-style-type: none"> • The Effort Effect (CP) <u>In-Class Exercises:</u> <ul style="list-style-type: none"> • Growth Mindset Exercise <u>Topics Addressed:</u> <ul style="list-style-type: none"> • Course overview and expectations • Creating a learning organization & growth mindset • Begin selecting project teams
T Aug 30	Organization Behavior Challenge <u>Please Read:</u> <ul style="list-style-type: none"> • The effort Effect (CP) [if you haven't] • How companies can benefit from a Growth Mindset (CP) • Course Syllabus (CV) <u>Please Prepare:</u> Memo Exercise (CP) <ul style="list-style-type: none"> • Prioritize the memos. Consider the order you created—what overall logic guided you in assigning this order? • Provide a short description of the immediate action that you would take <u>In-Class:</u> <ul style="list-style-type: none"> • “Finalize” Project Teams Please enroll in Tiny Habits before Sept. 15 - http://tinyhabits.com/
Th Sept 1	Organizational Behavior – Macro to Micro and Leadership <u>Please Read:</u> <ul style="list-style-type: none"> • What is OB.pptx (CV) • The work of Leadership (CP)
T Sept 6	Organizational Strategy & Culture -- Part 1

	<p><u>Please Read:</u></p> <ul style="list-style-type: none"> • Structure is not organization (CP) • Are You Sure You Have a Strategy? (CP) • Southwest Airlines background reading (CP) <p><u>Please View:</u></p> <p>View the first two segments featuring Colleen Barrett and Herb Kelleher (14 minutes in total). NOTE: The following link may not work. Please be resourceful and search for the appropriate link. I know it's available somewhere ☺</p> <p>You tube link:</p> <p>http://www.today.mcombs.utexas.edu/2010/04/access-mcombs-video-an-exclusive-conversation-with-dean-gilligan-southwest-airlines</p> <p><u>Please Prepare:</u></p> <ul style="list-style-type: none"> • Southwest Airlines case reflection
Due Sept 7	Team Project Proposal due by 10am . Upload to canvas and Google docs. Bring hard copy to class on Sept. 8th.
Th Sept 8	<p>Organizational Strategy & Culture -- Part 2</p> <p>Southwest Case Reflection (Continued)</p> <p><u>Please Prepare:</u></p> <ul style="list-style-type: none"> • Southwest Airlines case reflection
T Sept 13	<p>Organizational Strategy and Culture -- Part 3</p> <p><u>Please Read:</u></p> <ul style="list-style-type: none"> • Leading by Leveraging Culture (CP) • Organization Culture Chapter 13 (MHe)
Th Sept 15	<p>Organizational Strategy and Culture -- Part 4</p> <p><u>Please Prepare:</u></p> <ul style="list-style-type: none"> • The Smile Factory: Work at Disneyland case
T Sept 20	<p>Complexity & Organizations</p> <p><u>Please Read:</u></p> <ul style="list-style-type: none"> • Leading in complexity (CP) • Embracing complexity (CP) <p>NOTE: We will cover data gathering as part of complexity</p>

Th Sept 22	<p>Organizational Structure: Part 1</p> <p><u>Please Read:</u></p> <ul style="list-style-type: none"> Chapter 12: Designing Organization Structures (MHe) <p><u>Plan Ahead:</u> The upcoming Recreation products case will require working with your team AHEAD OF TIME. As a team you are asked to develop a new organization chart for recreation products.</p> <ul style="list-style-type: none"> Please highlight what you are solving for with your new structure. Please discuss the limitations of RPI's current structure Please submit the recommended organizational chart that your team develops on Canvas. You can upload a pdf or take a picture of your hand drawn chart. Be sure to put all your team members names on the chart. <p><u>In-class</u></p> <ul style="list-style-type: none"> Structure exercise; analysis of different organizational charts
Due Sept 25	Insight Paper #1: Macro Organization Study (11:00 pm)
Due Sept 26	Recreation Products – Team Organization Chart (10 am) Please also bring a hard copy to class on Sept. 27
Due Sept 26	Team Status Report. Upload to canvas and Google docs (10am) . Please bring hard copy to class on Sept. 27
T Sept 27	<p>Organizational Structure Part 2</p> <p><u>Please Prepare</u></p> <ul style="list-style-type: none"> Recreation Products, Inc. (CP) Bring a copy of your chart, along with your discussion notes to class. Please Bring a Copy of your Team Status Report to class
Due Sept 28	Survival Exercise Due (10am) - Please bring a copy of your completed survival exercise to class Sept 29
Th Sept 29	<p>High Performing Teams: Part 1</p> <p><u>Please Read</u></p> <ul style="list-style-type: none"> Managing your team (CP) How Management teams have a good fight (CP) <p><u>Please Prepare:</u></p> <ul style="list-style-type: none"> Survival exercise (CP). Bring a hard copy of your completed sheet to class

T Oct 4th	High Performing Teams: Part 2 <u>Please Read</u> <ul style="list-style-type: none"> • Creating Teams that Work (CP) • Chapter 7: Team Dynamics <u>Please Prepare:</u> <ul style="list-style-type: none"> • Team that Wasn't case (CP)
Th Oct 6	Team Effectiveness & Dynamics <u>Please Read</u> <ul style="list-style-type: none"> • Review all reading on teams • The Competitive Imperative of Learning (CP)
Due Oct 10	Individual Assessments (10 am) : Also, bring copy to class on Oct 11
T Oct 11	Individual Differences <u>Please Research and Read</u> <ul style="list-style-type: none"> • MBTI, • Big 5 • McClelland's Needs Assessment <u>Please Prepare:</u> Individual Personality Assessments (CV) Plan Ahead Team Assignment: Motivation Theories. Each team is asked to pick one motivational theory and come up with a creative way to share with the class. (i.e., song, poem, skit, info-graphic etc) This will be shared in class on Tues. Oct 13. Choose from the following theories: Theory X & Y, Herzberg 2 factor Theory, Equity theory, Expectancy theory.
W. Oct 12	Due Raw Data and Highlights, (10 am). Please bring a copy of your data highlights to class on Oct 13
Th Oct 13	Motivation & Inspiration <u>Please Read</u> <ul style="list-style-type: none"> • Chapter 5: Employee Motivation <u>Please come prepared to share your motivational theory</u>

Due Oct 16	Due Insight Paper #2: Team Study (11 pm)
T Oct 18	Motivation & Inspiration <u>Please Read:</u> <ul style="list-style-type: none"> Bringing out the Best in People (CP) <u>Please View:</u> <ul style="list-style-type: none"> Simon Sinek: How Great Leaders Inspire Action: http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html Adam Grant: Outsourcing Inspiration: https://www.youtube.com/watch?v=_TmBXKIK6Mg <u>In class</u> we will watch Liz Wiseman <ul style="list-style-type: none"> Liz Wiseman: Multipliers vs Diminishers https://www.youtube.com/watch?v=HxLIqBATjpl
Th Oct 20	Leadership <u>Please Read:</u> <ul style="list-style-type: none"> Leadership that gets results (CP) I am the boss! (CP) What kind of leader do you want to be (CP) <u>In Class:</u> Video Case <u>Plan Ahead:</u> Purchase: Change Management Simulation from HBRe for Oct. 25
T Oct 25	Change Management <u>Please Read:</u> <ul style="list-style-type: none"> Leading Change why change management efforts fail (CP) <u>In-Class:</u> <ul style="list-style-type: none"> Change management Simulation – COMPETITION!!!
Th Oct 27	Exam 1
T Nov 1	Power and Persuasion <u>Please Read:</u> <ul style="list-style-type: none"> Power and Influence: Achieving Your Objectives in Organizations (CP) Harnessing the Science of Persuasion (CP) <u>In-class</u> <ul style="list-style-type: none"> Power exercise

Thu Nov 3	Emotional Resilience <u>Please Complete:</u> <ul style="list-style-type: none"> Assessment: Emotional Resilience <u>Please Read:</u> <ul style="list-style-type: none"> Emotional Resilience (CP) <u>Plan Ahead:</u> Negotiation pairs will be announced and materials will be posted on Canvas (CV). This exercise will require working with a classmate AHEAD OF TIME . Please submit your negotiated agreement on Canvas by 10am Nov 7 both partners need to submit an agreement. Please put both partners name on the agreement.
Due Nov 6	Executive Summary (Due at 10:00am) Upload to Canvas
Due Nov 7	Negotiation Exercise (10 am) Also, please bring a hard copy of your results to class on Nov 8
T Nov 8	Negotiation <u>Please Read:</u> <ul style="list-style-type: none"> When winning is everything (CP) <u>In-Class:</u> <ul style="list-style-type: none"> Analyze learning from negotiation exercise Please bring a copy of your negotiated agreement to class
Due W Nov 9	Final Project: Presentation Slides with Notes (10 am) Final Project: Full report (10 am) Please upload both assignments to Canvas and add links to Google docs
Th Nov 10	Attendance is Mandatory Please bring a copy of the presentation slides with notes Team Presentations – Round 1
T Nov 15	Attendance is Mandatory Please bring a copy of the presentation slides with notes Team Presentations – Round 2
Th Nov 17	Attendance is Mandatory Please bring a copy of the presentation slides with notes Team Presentations – Round 3

Due T Nov 22	Peer Evaluations Due (10am) Complete the online form
Due T Nov 22	Feedback for Project teams (10am) Complete the online form
T Nov 22	Conflict Management/Crucial Conversations <u>Please Research:</u> <ul style="list-style-type: none"> Crucial Conversations, by Patterson, Grenny, McMillan, Switzler <ul style="list-style-type: none"> How do the authors describe a crucial Conversation? What are the authors suggested techniques for managing a crucial conversation? <u>Please Prepare:</u> <ul style="list-style-type: none"> Thomas Green (CP)
Due M Nov 28	Insight Paper #3: Leadership (11pm) Upload to Canvas and Place hard copy in "Garden" box
T Nov 29	Ethics part 1 <u>Please Read:</u> <ul style="list-style-type: none"> Thinking Ethically: A Framework for Moral Decision Making (CP) The Good, the Bad and the Misguided (CP) Basic Ideas and Decision Rules of Common Ethical Principles (CP) <u>Please Prepare:</u> <ul style="list-style-type: none"> MBA Hack Job (Part A)
Th Dec 1	Ethics part 2 & Class Wrap up <u>In Class:</u> <ul style="list-style-type: none"> Google & Apple tax scenarios will be shared in class. Class Awards and learning summary

Administrative Policies

Assignment Formatting

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

McCombs Classroom Professionalism

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

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects both the individual and their peers who count on them.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, texting each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of class. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class. Text messaging during class also is not permitted.

Re-reads of Graded Assignments

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please submit in writing a brief summary of what you feel needs further attention and submit this request with your original work with my comments within 1 week of receiving your grade. If you request a re-read, I will read the work again from scratch and your grade may go up or down. Grades for each assignment are considered final one week after returned to the class and will no longer be open for re-reading or discussion. I will not consider any questions about grades other than in writing. Do not attempt to use office visits as a forum to discuss grades -- I do not accept any personal lobbying efforts on behalf of grades other than in writing.

Academic Accommodations

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

Canvas and Student Privacy

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

Campus Safety

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

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

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

Academic Integrity

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>.

By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Honor Code

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas.

Student Conduct

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

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

Faculty Involvement in the Honor System

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

Expectations Under the Honor System

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

- **Lying:** Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.
- **Stealing:** Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased.
- **Cheating:** Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

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

The Honor Pledge

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

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

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

