

MAN 320F - Fall 2022

Foundations of Organizational Behavior and Administration

Instructor Information

Professor: Mihran Aroian
Unique: 05785, 05790, and 05795
Office Hours: Use the Piazza Question & Answer Forum link on Canvas homepage for general course-related questions. See Canvas for instructor and TA office hours
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Required Course Materials

- Management: A Practical Introduction, 10th Edition, Kinicki and Williams, published by McGraw Hill. This is included in the course material fee.
- Custom course pack with case studies and articles. This is included in the course material fee.
- Subarctic Survival Situation simulation. This is included in the course material fee.
- Additional materials will be distributed on Canvas.
- The McCombs School of Business requires all students to pay for the course materials.

Course Description

This upper-division course is designed for non-business majors. The course is structured to provide students with an introduction to management of organizations and organizational behavior. A broad perspective of behavior in organizations will be covered. By the time you graduate, you can expect to experience continued restructuring, downsizing, re-engineering, entrepreneurial growth, intense competition, technological change and an expanding web of international linkages among firms. Hence, an important focus of this course is the application of principles and concepts, (such as ethics, motivation, team effectiveness, decision-making and organizational culture) relevant to managing and leading people in dynamic organizations. We will undertake several exercises to grow your leadership, management and people-related skills. Emphasis is placed on the importance of ethical leadership in organizations that helps leaders understand and manage their business with integrity.

Course Objectives

1. Provide an introduction to the management of human behavior in organizations by exploring concepts and information associated with the process of growing strong and sustainable organizations and the behavior of the individuals and groups within the organizational setting.
2. Explore the management functions of planning, organizing, leading, and controlling at the individual, group, and organizational level.
3. Apply organizational behavior and management theories to practice in the classroom, organization, and society through readings and cases from modern management literature. We will learn how to deal with the problems and ethical dilemmas that managers encounter in real-life business situations.

Learning Objectives

By the end of the course, students will be able to:

- identify unethical business practices in presented case studies and develop recommendations to prevent such practices
- understand and differentiate the role of managers and leaders within an organization and how they work together to create a successful organization
- evaluate how organizations develop long-term strategies for a sustainable competitive advantage
- learn how to make an organization more effective with motivational tools and team-building tools

- learn how to dissect a business case study and incorporate course concepts into a written analysis
- analyze how leadership can impact the course of direction of a business
- learn how to handle difficult topics in business such as sexism, racism, unethical co-workers, and crisis management
- understand and analyze what it means to be a good corporate citizen in global business

Self-paced Asynchronous Class

Although this is a self-paced course, there are due dates for homework, quizzes and exams. Before an exam can be taken, all of the prerequisite content (lecture videos, associated homework and quizzes) must be completed. You are welcome (and encouraged) to proceed at a quicker pace than the suggested course schedule. Late assignments are generally not accepted. Exceptions will be based on a documented emergency reported to Student Emergency Services in the Dean of Students Office. I should point out that they are fairly liberal in what constitutes an emergency. If you missed the deadline due to an honest issue, they will likely approve your request. A golf game interrupted by rain will likely not qualify!

Although the course is available 24 hours a day, neither the TA nor professor work 24 hours a day, 7 days a week. During normal business hours, you can expect a timely response to your questions posted on the Piazza discussion forum as well as responses to emails. Before you send us an email, see if your question has been answered already on the Piazza discussion forum. If you run into issues or problems on the weekends, you can expect a timely response the next business day.

Please note that the activities in this course build in complexity as the course progresses. The assessments listed below have pre-requisites to complete before you can access them, so please plan accordingly. Each unit must be completed before the next unit becomes available. **All times are Central (Austin) time.**

Grading

The course grade will include the following components:

<u>Item</u>	<u>% of Grade</u>
Exam #1	22%
Exam #2	22%
Exam #3	22%
Quizzes (10 assessments)	12%
Case study homework	16%
Subarctic Survival Simulation	2%
Job Negotiation exercise	2%
Academic Honesty Commitment	2%
TOTAL	100%

The course grade will be computed as follows:

From	To	Grade	GPA
94.0%	100%	A	4.00
90.0	<94.0	A-	3.67
86.75	<90.0	B+	3.33
83.5	<86.75	B	3.00
80.0	<83.5	B-	2.67
76.75	<80.0	C+	2.33

From	To	Grade	GPA
73.5	<76.75	C	2.00
70.0	<73.5	C-	1.67
66.75	<70.0	D+	1.33
63.5	<66.75	D	1.00
60.0	<63.5	D-	0.67
0	<60.0	F	0.00

Grades will be posted on Canvas and you are welcome to raise questions about potential data entry or calculation errors with the TA or myself. However, the final grade assigned in the course is an informed and **final** evaluation and not open for discussion or negotiation. Any lobbying efforts (i.e. asking for a higher grade because you want one, need one, etc.) will not be accepted. To make your desired grade in this course, your exam scores and assignments must earn the points tied to the grade-level standards indicated above. Please note, all numbers are absolute, and will not be rounded up. I am basing grades on your outputs, not on your effort and/or improvement during the course of the semester. The grade you receive is the grade you earn.

To respect each student's privacy, individual grades are never discussed over email or phone. You may email the teaching team to initiate an investigation into missing/incorrect grades, but to verify grades, please see the TA or instructor via Zoom office hours.

Quizzes and Exams:

Exams will cover material discussed in lecture along with the associated readings (textbook and supplemental readings) and cases covered throughout the semester. Quizzes are not timed and can be reviewed once the quiz deadline has passed. All exams are proctored, closed book, closed note assessments. Although the exams are not cumulative in content, they are cumulative in concepts and lessons learned over the entire semester. The objective is to build your capabilities over the course of the semester and an important part of that is to remember some of the key lessons from each of the case studies as the semester progresses. There will be no final exam.

You will have up to 75 minutes to complete each exam.

UT has a license with Proctorio that will be used to proctor exams. Chrome is the recommended browser and you must install the Proctorio browser extension prior to taking the exam. Please go to <https://proctorio.com/support> for details and a link to the extension. You must have a working desktop, laptop or Chromebook with a webcam in order to take the exam.

I'm sure that we are going to run into problems with Proctorio. Something will break, your wifi will go down, laptop batteries will run out of power, a computer may crash. Before you take the exam, reboot your computer to clear out all the "junk" so that you are as fresh as possible. For those of you that that run into a problem, do not panic. I have a Plan B and in the worst possible case, a Plan C. Just stay calm and send me an email and we will figure out a solution. *In the past, Proctorio and our UTexas gmail have caused conflicts with one another. It is highly recommended that you log out of your UTexas gmail account prior to using Proctorio.*

Please note that Proctorio has one single purpose and that is to prevent and detect academic dishonesty. Do us both a favor and don't "test" the capabilities of Proctorio. Just do the exam honestly and you will be fine. If you wouldn't do it during an in-class exam, don't do it with an online exam. Proctorio will lock down your browser and if you attempt to open a new browser window, open another document or look away from the screen, Proctorio is going to report an incident. You need to be alone in the room, you may be asked to pan the room with your camera and you may need to show a photo ID. We have enough to worry about, please do not add academic dishonesty to our list of worries.

Please make sure you follow these exam proctor policies:

- I expect that you will act with the utmost of integrity. It really is not worth the risk of getting caught cheating. When that little voice in your head says "don't do it" please do not hit the mute button - listen to that voice!
- Quit all programs except for Chrome. If there are any other open programs on your computer and Proctorio sees those programs, your grade will be a zero on the exam. This includes text messaging applications, email, or any other application. The browser is the only program that can be running on your computer.
- Your entire face must be visible during the exam and the room lighting must be such that your face can be seen clearly. Proctorio will show you a continuous image of your face so that you can verify that you are being properly monitored. If your face is not clearly seen during an exam, you will receive a zero on the assessment.
- Make sure your phone or other digital device (including smart watch) is not on your person or out in the room where you are taking the exam (a desk drawer or backpack is a good storage place). If Proctorio hears your phone or other electronic device during an exam, it may result in a zero on the assessment.
- Keep your eyes on the monitor/screen, don't stare to your right/left since that can generate an exam proctor violation
- You may not have a second monitor or any other electronic device that can access the internet except for your desktop or laptop that will be used to access the assessment
- No hats, hoodies, headphones, earphones, airpods, radio, or TV
- Do not leave the room or stand up from your chair during the exam
- Take the exam where you will not be disturbed - no other people can be in the room with you during the exam
- No talking allowed, reading questions out loud will trigger a violation
- PB4UGO - there are no bathroom breaks.
- A UT or government issued photo ID is required to take the exam
- Work at a desk where the webcam can see your head and torso and the room behind you (avoid using a laptop while sitting on a bed or on the floor since the webcam can't see enough to verify the environment). Do not attempt to block the webcam as this will be considered grounds for academic dishonesty.
- If you would not do it in a live classroom exam, please do not do it in a Proctorio exam.
- If you see something that happens during an exam that may trigger a violation based on any of the above rules, you are urged to email the instructor immediately following the assessment explaining what happened. Assuming that it was a minor issue, we will likely dismiss the incident. However, if you do not inform the instructor and the instructor contacts you regarding the violation, you will have forfeited the opportunity to self-report the incident. It is your responsibility to self-report any exam incidents directly to the instructor.
- There are no exceptions to the above rules. Noncompliance with any of the above rules may result in a zero on the assessment, an F in the course, and being reported for academic dishonesty with the Dean of Students.

As a rule, exams are designed to test your understanding and application of course material. Rarely will you see any definition type questions although if you have heard something in multiple lectures, this should be an indication as to its relative importance to the course. Often times, questions will consider if you can compare and contrast some material between lectures, readings and cases. I may be looking for ways that you can evaluate a theory or concept discussed in relation to one or more cases that we have presented. In addition, I will be testing to see if you can apply what we have learned to both new and existing situations. In summary, I will be assessing to see your knowledge of the fundamentals of this class and your ability to apply this knowledge. You are required to read all of the materials and everything (whether covered in lecture or not) will be fair game for each exam.

Each exam is unique and is randomly generated for each student. The exam database pulls from a large pool of questions. Hence, it is difficult to predict what type of questions will be asked on any individual exam. In general, 10-20% of the questions will come from the textbook readings and 80-90% will come from the various cases, lectures, exercises and article readings. All quiz questions will come from the

textbook readings so please make sure to read and understand the textbook sections. Please note that textbook questions will only come from the required textbook readings and not from the entire chapter.

The following rules are key to exam efficiency in a large class. Due to the large class size, make-up exams will not be available except in exigent circumstances. Exceptions will be based on a documented emergency reported to Student Emergency Services in the Dean of Students Office. Students requiring a disability accommodation for exams should present their accommodation letter to me as soon as possible before an exam.

Students are not allowed to use any outside material except what is directly approved by the instructor. Please accept the responsibility of aggressively avoiding ANY behavior that may appear to be cheating. I will refer any suspected violations to the Office of the Dean of Students. Copy or posting quiz/exam questions is strictly forbidden and is considered academic dishonesty. Unless it is otherwise posted, you are expected to complete all assignments without any outside assistance. Outside assistance includes the use of third-party web sites such as CourseHero, Chegg, Quizlet, and other web sites that maintain test bank questions and answers.

Exams will be available for review during instructor and TA office hours only. You may take up to 7 days after an exam grade has been posted to review it. At no point in time are you allowed to copy in any way exam questions or answers. Quizzes will automatically unlock for review once the quiz deadline has passed.

Non-permissible Materials:

Posting, copying or utilizing sites such as CourseHero, Chegg, Quizlet, and other such services is strictly forbidden. You are expected to complete 100% of this course strictly based on the material provided in Canvas. Students are not allowed to use outside materials. All required materials are provided in Canvas and covered by the course material fee. Failure to abide by this may result in an academic integrity violation and may be reported to Student Conduct and Academic Integrity. Sanctions may include up to an F in the course and suspension. Discussing classroom assignments, exams and quizzes outside of Canvas is strictly prohibited. This includes sites, but not limited to, GroupMe, Facebook, and Google.

Case Study Homework

All case studies are embedded in Canvas and are included as a part of your course material fee. Your homework assignment is to read the assigned case that will be discussed prior to viewing the debriefing lecture! The homework assignment can be completed by answering the questions for each case that are listed with the individual assignment on Canvas. Simply upload your responses before viewing the debriefing lecture. Assuming your written answers indicate thought and effort, the grade given for this category of work will be a 'completion' grade. Between reading the case and answering a few questions, this homework assignment should take, on average, about an hour to complete. Some case studies are very short, just a few pages, and some are much longer but on average, it should take about an hour.

Your homework assignment is to write a single-spaced paper on the assigned case by answering the required questions for each case. Answer each question separately. The required format is to write out each question and provide your response for each question. A full paragraph on each question should be more than sufficient. Please ensure that your name is on the paper and single-spaced type. Points will be deducted if you do not follow these guidelines. Since we grade thousands of papers, having a uniform homework paper to grade makes the process more efficient. You will find the required questions at the end of this syllabus and on Canvas associated with each assignment.

Your preparation will be rewarded: your written response will be graded on a scale. Evidence that you reasonably attempted all parts of the case will earn full points. An incomplete attempt is evidence of less preparation and will receive a maximum of half points. Responses not turned in will receive 0 points. The emphasis here is on effort and not result. Working toward the "correct" answer is not the point; working to understand the case and the underlying issues is what it's all about.

IMPORTANT-To receive credit, you must upload your case homework paper to Canvas prior to watching the debriefing lecture. Submitting a case homework paper after watching the debriefing video is a violation of the course rules. In addition, if you upload a blank page, or simply a page with only the

questions, or a random paper that is not relevant to the assignment in order to unlock the next section, this is also considered academic dishonesty. If this occurs three or more times, it will be reported as academic dishonesty with the Dean of Students office.

If you took this course in a previous semester and dropped the course, this is something that you must read. If you have taken this course in a previous semester and dropped the course, it is likely that some of the homework assignments may be the same. As per the UT Institutional Rules, Chapter 11, subsection 402, part B it specifically states that the following is considered academic dishonesty “submission of essentially the same written assignment for two classes or courses without the prior permission of the instructor), or the attempt to commit such an act.” Even though you wrote the paper in a previous semester, you cannot submit it again without permission. I realize that very few students read these rules but they are the rules at UT. Just so that we are clear up front, if you are retaking the course, you must re-read the case study and submit a new case study homework paper. You may not reuse any assignment.

A strong word of caution. Using the Internet to search for answers to the case questions is not allowed. Harvard Business School Cases are very popular, and chances are that if you look diligently, you will find a paper that was written about each case. Students are **not allowed** to use any outside material except what is specifically allowed by the instructor or what is available in Canvas. In addition, using online web sites such as Quizlet, Chegg and CourseHero to look for previous submissions is considered academic dishonesty. The objective is for you to come up with your own answers to the questions and not rely on someone else for doing your homework for you. The sanctions for plagiarism are severe. Also, do not share your case writeup with any other students as they may be tempted to copy some of your material. This is not allowed and both parties will be subject to disciplinary action with the Dean of Students.

The case method is one of the most effective means of management education. It is widely used in schools of business throughout the world, and this use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy, complex, and very interesting. Unlike other pedagogical techniques, many of which make you the recipient of large amounts of information but do not require its use, the case method requires you to be an active participant in the closest thing to the real situation. It is a way of gaining a great deal of experience without spending a lot of time. It is also a way to learn a great deal about how certain businesses operate, and how managers manage. There are few programmable, textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus the case situations that you will face will require the use of analytical tools and the application of your personal judgment. There is only one secret to good case teaching and that is good preparation on the part of the participants. Since the course has been designed to “build” as it progresses, regular class attendance and active engagement are essential. The instructor’s role in the class discussion is to help you develop your ideas through questioning. The instructor’s primary role is to manage the class process and to ensure that the class achieves an understanding of the case situation. There is rarely a single correct solution to any of these problems although there are generally lots of poor decisions. Therefore, my role will be to steer us toward identifying several possible scenarios that would deal effectively with the problems presented in the case. (This section is based on a note that was prepared by Dan. R.E. Thomas.)

McGraw Hill Connect Homework

This course uses the McGraw Hill Connect platform which is included in your course material fee. Smartbook is the tool used in Connect to guide you through your textbook homework readings. Please note that Smartbook has certain sections that are underlined in each section. This underlining is controlled by McGraw Hill. You are responsible for reading the entire assigned section and not just the underlined or highlighted portions. Each Smartbook reading has associated questions that you are encouraged to answer to support your learning and comprehension.

Academic Honesty Commitment

Due to past circumstances, I want us all to be perfectly clear that academic dishonesty will not be tolerated. I have uploaded a one-page document on Canvas titled "Academic Honesty Commitment" that you have the option of signing and receiving credit for in this class. The document acknowledges that you have read the entire syllabus and that you have been made aware of the most common forms of academic dishonesty in this class. Whether you sign the document or not, you will still be held to the same standard. To receive credit, download/print the Academic Honesty Commitment, write out the UT Honor Code, write your name, UTEID, date, and sign your name (real signature, not digital signature) then upload the document to Canvas. If you do not have access to a printer, simply write "I have read the Academic Honesty Commitment and agree to the terms," hand-write the UT Honor Code, write your name, EID, date and sign the document. You can then take a photo with your phone and upload it to Canvas. Late submissions are never accepted.

Subarctic Survival Simulation

The Subarctic Survival Exercise is a graded 5-person group exercise. The simulation, delivered by a company called Human Synergistics, must be completed in Module 1 prior to taking Exam 1 and the debriefing will be provided in Module 2. This will us to download all the scores and create a debriefing video based on the actual class results. Although you will complete the exercise in Module 1, the assessed for the Subarctic Survival exercise will take place in Module 2.

The simulation will require one person to be the team leader when you log into the simulation. You will also need to be using Zoom so that you can collaborate with your team members. The simulation will remain open for one week. You and your team members will need to decide which of those days to complete the simulation and set a time for all team members to complete the assignment on your assigned date. The exercise will take approximately 90 minutes to complete. It is possible to complete the simulation with only 4 participants however 5 is the recommended number.

Job Negotiation Exercise

The job negotiation exercise is a two-person graded exercise. The easiest way to find a partner is to post a notice on Piazza or use the People tab in Canvas. The exercise will take approximately 30 minutes to complete. You will find this in Module 3. You will need to identify another student to complete the exercise prior to taking exam 3. The exercise is early in Module 3 and the debriefing is later in Module 3 so that you have time to organize the exercise with a partner. You will need to arrange a mutual time via Zoom to complete the exercise. One of you will decide to be the employer and one will be the employee. Under no circumstance can you download both the employee and employer handout. Canvas tracks what pages are viewed and if your name is on both pages, this will be considered academic dishonesty. In order to receive credit, you will need to submit your name, UT EID, and score. In addition, you will need to enter the name, UT EID and score of your partner. An incomplete submission will not be accepted.

Plagiarism Detection Tool

Assignments in this course may be processed by Google or TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the teaching team will make the final determination.

Copyright

You may not post my lectures or materials to any web sites. All of my material is copyright protected and distributing my material is strictly forbidden. The case studies are also copyright protected by Darden Press and Harvard Business School Press. All incidents will be reported to the Dean of Students.

Late Submissions

Numerous problems are lurking out there to help you miss assignment deadlines. Computer failures, family crises, work obligations, and misreading the syllabus will all send you scrambling to complete assignments on time. Plan ahead and be ready to work around problems. Unless otherwise noted, all exams, homework, papers, cases and reports for this class are due by midnight (Austin time) on the date specified in the course schedule. Late submissions are not accepted. The only exceptions will be based on a documented emergency reported to Student Emergency Services in the Dean of Students Office.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Communication

Canvas is a course requirement. You are required to check Canvas regularly for notices, class changes, and grades.

E-mail and attending office hours are the preferred methods of communication. Please consult the TA or me with questions regarding exams, grades, attendance, and other general class concerns. You may address any member of the teaching team (preferably in e-mail or during office hours) with questions regarding how to apply class topics in the real world or to discuss any personal management dilemmas, concerns, or issues. You are also welcomed and encouraged to come to my office hours to simply introduce yourself and chat.

Piazza will likely be one of the most utilized communication tools in the class. For questions that you think other students will want to have answered, please post them on Piazza. Any questions that are specific to you, should be discussed with the teaching team.

Although Canvas is available 24 hours a day, neither the TA nor professor work 24 hours a day, 7 days a week. During normal business hours, you can expect a timely response to your questions posted on the discussion forum as well as responses to emails. We do ask that before you send us an email to see if your question has been answered already on the discussion forum. If you run into issues or problems on the weekends, you can expect a timely response the next business day.

E-mails to any member of the teaching team will generally be answered within one business day. Remember to consider the audience in your e-mail communication. Please keep e-mails professional, polite, and to the point. **Due to privacy rules, grades cannot be discussed via phone or e-mail.** Please come in during Zoom office hours or make an appointment with a member of the teaching team to discuss specific grades.

McCombs and University Policies Relevant to MAN 320F Students

Statement On Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you if you would like.

Code of Ethics – McCombs School of Business

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 <https://my.mcombs.utexas.edu/bba/about-us/code-of-ethics/>.

Academic Integrity – University of Texas at Austin

Students of the University of Texas and this course may not share or distribute materials that could be an advantage to another current or future student. Violations are indefensible acts of scholastic dishonesty. For more on the University of Texas policy of Academic Dishonesty and Cheating, follow the link at <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

Student Emergency Services

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with Student Emergency Services. SES will verify your situation and notify your professors.

Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact [Services for Students with Disabilities](#), 512-471-6259 (voice) or 1-866-329- 3986 (video phone). If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). You may refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations.

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Diversity & Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. Since our class is asynchronous and you can complete assessments at any time prior to the deadline, please consider completing assessments prior to religious holy days. However, 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 before or, within a reasonable time, after the absence. Note the course end date since no work will be scheduled after that date.

Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

FERPA and Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Campus Safety and Security

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. Please note the following key recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, More info at: <https://preparedness.utexas.edu/>.

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings and assemble outside when a fire alarm is activated.
- Familiarize yourself with all exit doors of each classroom and building you may occupy.

- If you need evacuation assistance, inform the instructor in writing asap.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by Austin or UT police or fire authorities.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 or [on-line](#). In case of emergency, further information will be available at: <http://www.utexas.edu/emergency>.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Zoom Instruction

Getting Help with Zoom

Students needing help with Zoom should refer to the [McCombs Student Instructional Wiki](#) for a set of comprehensive instructions. All McCombs Canvas course pages have this link on the left menu bar for quick and easy reference.

UT Zoom Account

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events. For detailed instructions on how to sign up for a UT Zoom account, see [Getting Started with Zoom](#). You will be denied access to Zoom sessions if you attempt to access without a valid UT account.

Joining a Class or Office Hours in Zoom

The preferred method of joining a class or office hours is through Canvas. Students must log into their Canvas course site and click on Zoom on the left menu bar to locate links to join the class in Zoom in the calendar on Canvas. Zoom links for a class or office hours may also be emailed by the instructor. Regardless, students must use their UT Zoom account to participate. For more information, see [How to Join Class or Office Hours](#).

Zoom Professionalism and Etiquette

Following are some best practices for making sure we are working together to create an efficient, effective, respectful, and ultimately enjoyable classroom when accessing remotely:

- Keep your video on at all times.
- Be mindful of your surroundings when on camera to minimize distractions.
- Avoid display of inappropriate materials or expressions, either visual, textual, or otherwise. Such displays may be subject to disciplinary action.
- Turn your camera off when leaving the meeting temporarily and use the away feedback icon.
- Include a professional photo of yourself for your Zoom profile picture. This photo will be visible during class sessions, if you keep your video off.
- Mute yourself unless you are speaking. This will reduce background or feedback noise and limit distractions.
- Pose questions or comments by using the “raise” your hand feature or typing in the chat window. Try to keep questions and comments brief, especially in large classes.
- Turn off your video if the video or audio is choppy. After the class or meeting, try these [Internet Connection Tips](#).
- Use the most reliable WIFI you can access. If you are experiencing problems with your internet connection, here are some [Internet Connection Tips](#).

For more information, please see [Zoom Etiquette](#).

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful [resources](#) available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. A [Counselors in Academic Residence \(CARE\) Program](#) is available in each college from the [Counseling and Mental Health Center](#).

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

Undergraduate Writing Center: uwc.utexas.edu

Libraries: lib.utexas.edu

ITS: its.utexas.edu

Student Emergency Services: deanofstudents.utexas.edu/emergency

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the 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 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 under any circumstances. The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the University 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.

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. 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 an instructor.

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.

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 Code 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 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 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.

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*.

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*.

Suggested Course Schedule - MAN 320F

Any changes to the course schedule will be posted on Canvas

This is a self-paced class. The following are deadlines for completing the course in a timely fashion although you are encouraged to move at a faster pace. The course is based on modules and every part of each module must be completed before you can take an exam.

	Assigned Reading/Homework	Assignments Due
Deadline	Course Introduction and Syllabus	
Module 1 Aug 29	Organizational Behavior – who, what, why and when Challenges for Managers Textbook sections 1.1, 1.2, 1.5, 1.6, 2.7	Textbook Quiz
Aug 31	Individual Processes and Behavior – why we care about understanding the individual Textbook sections 11.1, 11.2, 11.3, 11.4	Textbook Quiz
Sept 6	Motivation at work – concept, theories and application Reading: Pygmalion in Management Textbook sections 12.1, 12.2, 12.3, 12.4, 12.6	Textbook Quiz
Sept 9	Conflict on a Trading Floor (A) – Harvard case study Introduction to ethical decision-making	Case homework Academic Honesty Commitment
Sept 16	Introduction to Teams The Army Crew Team – Harvard case study Designing High Performing Teams Textbook sections 13.1, 13.2, 13.3, 13.4	Textbook Quiz Case homework
Sept 17-24	Subarctic Survival Simulation (online) Introduction to teams and team effectiveness	Create a team and work with team to complete simulation
Sept 23	Lincoln Electric case study – Harvard case study Reading: Why People Really Quit Their Jobs The application of teams and motivational theories Textbook section 16.1 & 16.4	Case homework
Sept 27	Exam 1	Exam 1
Module 2 Sept 30	Introduction to Management and Organizational Strategy Blue Ocean Strategy – Read Chapter 1 only. Textbook sections 3.1, 3.2, 3.3, 5.1, 5.2	Textbook Quiz
Sept 30	Cola Wars Continue: Coke and Pepsi – Harvard case study Implementing and controlling organizational strategy Textbook sections 6.2, 6.3, 6.4, 6.5, 6.6	Case homework Textbook Quiz is due Oct 24 so as not to overlap with previous due date quiz

Oct 3	Cynthia Carroll at Anglo American – Harvard case Leading organizational change and developing organizational strategy Textbook sections 10.1, 10.2, 10.5	Case homework Textbook Quiz
Oct 7	Prion Disease Contamination: Should We Disclose? – Darden case study Management Communications Textbook sections 15.1-15.4 Reading - <i>The World is Flat</i> – available on Canvas Globalization and Organizational Structures Textbook sections 4.1, 4.3, 4.5	Case homework Textbook Quiz
Oct 10	AES Corporation – Case study Teams, influence, organizational structure, motivation beyond intrinsic rewards, and creative management Textbook sections 8.5	Case homework
Oct 10	Subarctic Survival Situation (continued from Module 1) The results and lessons from team effectiveness	
Oct 14	Leadership theories and application Jean-Claude Biver (A): The Reemergence of the Swiss Watch Industry – Harvard Case Reading: Complexity and the Ten-Thousand-Hour Rule Textbook sections 14.1 thru 14.6	Case homework Textbook Quiz
Oct 17	Apple Inc. – Harvard Case study Leadership and transformational organizational change Textbook sections 10.4	Case homework
Oct 21	Value innovation versus Technology Innovation – Balancing organizational values	
Oct 24	Exam 2 – material covered since exam 1	Exam 2
Module 3 Oct 28	Management Strategies Lecture – lessons from entrepreneurial start-ups and venture capital Textbook sections LM 2.1	
Oct 28	Effective negotiation Reading - Six Habits of Merely Effective Negotiators- – article on Canvas Job negotiation exercise	Find a partner to complete exercise
Oct 31	Managing Diversity at Cityside Financial Services Case Study– Harvard case study The benefits and challenges of diversity Textbook sections 11.5	Case homework

Nov 4	Organizational culture and control Uber: #WhatDoYouDo?– Darden case study Textbook sections 8.1, 8.2, 8.3	Case homework Textbook Quiz
Nov 7	Organizational culture and design Zappos: Strategy Powered by Culture and People	Case homework
Nov 11	Mt Everest 1996 case study– Harvard case study High performing teams and managing in times of crisis Textbook sections 7.5 – 7.7	Case homework
Nov 14	Organizational ethics and ethical decision making MBA Hacker Case (on Canvas) Chapter 1 – Blind Spots (on Canvas) Textbook sections 3.4, 7.2	
Nov 14	Organization ethics In it to Win: The Jack Abramoff Story”	
Nov 18	Effective decision making by groups and individuals Dave Armstrong Case study (A) – Harvard case study Textbook sections 7.1 and 7.6	Case homework
Nov 30	Organizational citizenship and social responsibility Royal Dutch Shell – Harvard case study Reading: Values in Tension-Ethics Away from Home Textbook sections 3.5, 3.6, LM1.1	Case homework
Dec 5	Exam 3 – material covered since exam 2	Exam 3
	Reading: Wealthy, Successful and Miserable Lecture – The Meaning of Life: A Twelve Step Program	

Note: All of the above policies and schedules are subject to change if the instructor deems it necessary. Any changes will be announced on Canvas, and will take precedence over any other communications.

Case Study Preparation Questions: The required questions to submit for each case study homework assignment.

Conflict on a Trading Floor

1. What are the stakes for the protagonist in “Conflict on a Trading Floor?”
2. What options are available?
3. Which would you choose?

The Army Crew Team

1. Why does the Varsity team lose to the JV team?
2. What should Coach P. have done differently earlier in the season to resolve this problem?
3. At the end of the case, what action should Coach P. take on Tuesday?

Lincoln Electric

1. How would you describe Lincoln's approach to the organization and motivation of their employee?
2. What role do you think this approach has played in Lincoln's performance over the last 25 years? Have any other factors been more important?
3. What is the applicability of Lincoln's approach to motivation to other companies and situations?

Cola Wars Continue: Coke and Pepsi

1. Why, historically, has the soft drink industry been so profitable?
2. Compare the economics of the concentrate business to that of the bottling business. Why is the profitability so different?
3. Can Coke and Pepsi sustain their profits in the wake of flattening demand and the growing popularity of non-CSDs?

Cynthia Carroll at Anglo American

1. What should Carroll do about the series of deaths at the Rustenburg mines? That is, what should her short-term response to the accidents be?
2. What should Carroll do to achieve her goal of “zero harm” for all of Anglo American? What should her long-term plan be?
3. Is Carroll the right person to lead this change? Why or why not?

Prion Disease Contamination: Should We Disclose?

1. What should Matthews say to the employees at the upcoming 5pm meeting?
2. Should the hospital disclose the incident to patients who may be infected? If so, what should she say?
3. Should Matthews prepare a message for the media? If so, what should she say?

AES Corporation

Your first question is to determine which of the following three positions you would take in the case study. Pick one of the three below and write a paragraph defending your position.

1) Status quo – You should argue for the founders to be left in place and any changes made will be left up to the founders. No changes will be dictated by the Board.

2) Keep founders, but changes need to be made – You should argue for the founders to be left in place but you should also argue that changes need to be made. It is not necessary for you to redesign the company here unless it is for the purpose of making your point about change; just present the reasons why additional changes are necessary.

3) Fire the founders, and changes need to be made – You should argue for the founders to be fired by the Board and be replaced by a new Chairman and a new CEO. You should also argue that changes need to be made. It is not necessary for you to redesign the company here unless it is for the purpose of making your point about change; just present the reasons why additional changes are necessary. Your argument

should draw on the facts presented in the case study, along with the concepts you have learned in this course.

In addition to the above, write about the following two questions.

1. From strictly a management position, what have been the key policies and procedures that allowed AES to be successful for 25 years?
2. Prior to the current crisis, what have been the key strengths, weaknesses, opportunities and threats that AES has faced?

Jean-Claude Biver: The Reemergence of the Swiss Watch Industry

1. How did Biver attempt to change the Swiss watch industry?
2. What factors account for Biver's success at Blancpain and Omega?
3. How would you assess Biver as a leader?

Apple 2015

- 1) What, historically, have been Apple's competitive advantages?
- 2) How sustainable is Apple's competitive position in smartphones?
- 3) Evaluate Apple's strategy for Apple Watch. Has Tim Cook taken the right approach? Any course corrections necessary?

Cityside Financial Services

1. What is the root cause of the problems that Cityside Financial Services are encountering?
2. What needs to change in each organization to address these problems?
3. Should organizations aspire to be culturally diverse and, if so, why?

Uber: #WhatDoYouDo?

1. What additional steps could Fowler have taken such that Management and HR would have taken her accusations seriously?
2. At what point in the case had the situation already gone too far? In other words, at what point should something have been done to stop this downward spiral from getting out of control?
3. If you were asked by the board of directors to develop a plan so that something like this would never happen again, what would be your top three recommendations?

Dave Armstrong

1. What will Dave Armstrong do?
2. What criteria did you evaluate and how did you reach your decision?

Mount Everest – 1996

1. Why did this tragedy occur? What is the root cause of this disaster?
2. Are tragedies such as this simply inevitable in a place like Everest?
3. What is your evaluation of Scott Fischer and Rob Hall as leaders? Did they make some poor decisions? If so, why?

Royal Dutch Shell in Nigeria

1. Why has Shell become the subject of criticism and controversy?
2. During its time in Nigeria, what, if anything, should Shell have done differently?
3. What is your appraisal of Shell's stated business principle of noninvolvement in political matters?