Rationale

“When I recruited MIT students they had great technical grounding but not a good notion of how the real world works, how to get things done, and how to deal with people.”

Dana Mead, former Chair of MIT Corporation and former CEO, Tenneco Corp.

Most students taking this course are engineers or scientists. Even many management majors are looking toward jobs on Wall Street or in consulting firms. Although finding a job and succeeding in the first few years is largely dependent on your technical skills, as the quote from Dana Mead suggests, succeeding both in your first job and in your career depends partly on how well you can deal with organizations and the people in them. Each of you will work in organizations (hi-tech start-ups, medium and large corporations, government labs, universities) of varying sizes and characteristics. Over one-half of you will become managers even if you do not take graduate management training.

This course introduces you to behavioral science theories, methods, and tools and provides opportunities to use and apply them to problems you will encounter in your work and career. The behavioral approach includes knowledge about human behavior in general as well as behavior in work settings, a set of techniques or research methods used to find out about human behavior in a systematic way, and communications, teamwork, negotiations, conflict resolution, leadership and organizational analysis skills needed to be effective in the modern workplace. It is expected that at the end of the course you will: (a) know something about managerial psychology, (b) know how to learn more, (c) understand the behavioral research process, and (d) develop skills in presenting your ideas in oral and written reports.
Format

The class meets in lecture twice a week. Most of the lectures will present frameworks and
descriptions about the psychology and sociology of organizations and the institutional context of
work and careers. The course material will begin with an overview of work and organizations in
modern industrial society, and then examine individual behavior, move to behavior in groups or
teams, and finally discuss organizations as a whole.

Once a week, the class will meet in small sections. Sections will be used primarily to teach
research methods and statistics, manage the group research projects (discussed later), and fulfill
the communication requirement. However, sections may also discuss lecture material and
readings, carry out experiential exercises and case discussions, and assign homework.

15.301 and 15.310

15.301 is a 15-unit course that includes a team project and assignments that fulfill the MIT CI-M
Communication Requirement. 15.310 is a 9-unit course that covers the same content but does
not include the team project, nor does it fulfill the Communication Requirement. Students taking
15.310 attend the same lectures each week as 15.301, but they have a separate section meeting
that will discuss cases and experiential exercises rather than statistics and research projects.

Textbooks

There are two books that students should purchase:

McGraw-Hill.
This is a well-balanced text that includes both theory and practice. There are lots of up-to-date
and interesting examples from real organizations. NOTE: many of you may buy used texts to
save money. I have chosen a text that is reasonably priced, but some of you may buy earlier
editions. Be aware that the chapter numbers in earlier editions will not correspond to the
syllabus. Make sure you look for the appropriate content, and check with the TA if you have
questions about what to read for class.

This is a really well-written set of principles and examples of getting people to do things. We
will use these essential ideas and skills to satisfy the Communications Requirement as well as to
enrich the course.

In addition, there will be a course packet of additional required readings available from Copy
Tech. (In syllabus this is “READINGS.”)
Communication Requirement (for 15.301 only), and relevant resources

This course fulfills the MIT CI-M Communication Requirement. There are two written papers and an oral presentation that together fulfill the requirement (details appear later in this syllabus).

A team of communication consultants from the Writing Across the Curriculum office is assigned to 15.301. Their contacts appear on the first page of this syllabus.

Harlan Breindel, a communications lecturer from CMS/W’s Writing, Rhetoric, and Professional Communication Program, is assigned to 15.301. In addition to giving instruction and reading your papers, he is available to see individual students who need help with papers for this class.

You are also invited to use the MIT Writing and Communication Center, located in E18-233. You can make appointments online, in person, and by phone. The Writing Center homepage is http://cmsw.mit.edu/writing-and-communication-center. The center offers free individual consultation about any writing difficulty, from questions about grammar to matters of style, including difficulties common to writers, such as overcoming writer’s block, organizing papers, taking essay exams, revising one’s work, or presenting scientific information. On the center’s website you can find links to discussions on grammar and style, and office hours and ways to make appointments with Writing Center staff.

APA formatting and style guidelines can be found in the following website: http://owl.english.purdue.edu/owl/resource/560/01/.

In particular, you will need the General Structure, Guidelines for APA Parenthetical Citation and APA Reference List. This source also contains good graphic examples of title page, first page, etc.

Research and Communication Assignments

15.301 students are required to complete two major assignments: the first one individually (a revised version of the Team-Analysis Paper responding to feedback), the second in a small team (a research project). Through these assignments, you will develop your abilities to analyze and research social settings, and to communicate your findings.

15.310 students are required to complete a short version of the individual assignment (Team-Analysis paper), and do not do the team research assignment.

Highlights of the key requirements, processes, and timeline for both assignments are detailed below. Further elaboration of all details and nuances will be done during recitations.
Assignment 1 (Individual Assignment, 15.301 and 15.310): Team Analysis Paper

For this assignment, we will ask you to write a brief case-study based on a team with which you have recent experience (for example: a work team, a sports team, a musical ensemble), and to identify an issue relating to the team’s performance and dynamics that you would like to better understand and explain. You will then be asked to analyze that group from 3 different perspectives, or “lenses”, that are introduced in your first readings and class lectures. The goal of the paper is to show how an analytical tool such as the 3 lenses can help reveal more than a “common sense” analysis of a team and how using all 3 lenses provides a more complete picture of the team and its dynamics than any single lens. 

15.301 students will also be required to revise their papers based on instructor comments.

The main deliverables and milestones for this task are detailed in the Task-Timeline table below. We will give you specific guidelines regarding what goes in each section of the paper; how to format your paper; and when and how to cite sources in a lecture by Communications Instructor Harlan Breindel on Monday, September 11.

Assignment 2 (Group assignment, 15.301 only): A Team Research Project

The major activity of the 15.301 sections will involve a research project carried out in teams. Each team will have 3-4 students. The team must select an “innovation setting” for study. By “innovation setting” we mean a group or organization whose goal is to create something new that will be useful to others. MIT has dozens and dozens of innovation settings where professors and students create new ideas, new products, start-up companies, new teaching programs, and so forth. For example, your team could study one of the teams competing in the MIT 100K competition. Or, you could study a lab or center at MIT that generates new ideas and new research. Or, you could study a company that spun off of MIT, such as when a professor takes an idea out of the lab and into development and commercialization for sale to customers. The focus can be other than research, for example, on MIT administrative offices or teaching programs that are inventing new ways to deliver services and advance learning, or on artistic or literary creativity at MIT. By listing all these opportunities at MIT we hope to offer lots of convenient possibilities, but your project could also focus on an innovation setting outside of MIT in the many for-profit companies and not-for-profit organizations (museums, churches, charities, theater companies, governments) that are around Boston (or even further away as long as you have access to the people involved).

These projects work best when you are actively interested in the group, organization, or innovation topic; such interest is usually generated in one of two ways: (1) relevance to your own personal life and career interests, or (2) relevance to a real-world problem that you care about.

Teams form during the first two weeks of the course. The main milestones and deliverables are detailed in the Task-Timeline table below. Further details will be discussed in recitation.

The research aspect of this team project consists of gathering and analyzing information about the innovation setting by using the concepts from the course. Teams typically conduct personal
interviews with people who work in or are responsible for the innovation context. If there are a large number of people involved, group interviews and/or emailed surveys could be a way to supplement individual interviews. Direct observation of the innovation context also is very helpful, including a tour and sitting in on meetings if that is possible. Finally, there may be written documents and websites that will give you a sense of the work activities and inner workings of the organization. Analysis of this information relies on the “Three Lenses” and other concepts from the course. What are the goals of this organization, especially around innovation? What is innovative about what they do? How is the innovation setting organized? What are the roles and responsibilities? What is their strategy? How are decisions made? How does information flow? How are they coordinated to work cooperatively? What encourages or discourages innovation? Who are the stakeholders and what do they want? What are the sources of power and who has power? What do the networks look like? How is conflict handled? What are the cultural artifacts and their meanings? What are the cultural values, beliefs, and assumptions? Can you make at least one actionable (practical, concrete, specific, doable) recommendation that would help the group or organization be more effective as an innovation setting?

For more detail on a variety of research methods useful for 15.301, I suggest:


For a user-friendly (and inexpensive) approach to all the statistics you will need, I suggest:


Both the Sommer and Jaisingh books are on reserve in Dewey library.
Grading

In addition to the Team Research Proposal and the Team Project Report, there will be two quizzes that will cover readings and lecture material. The first quiz is a take-home that requires three 1-2 page essays. The second quiz will be in-class based on multiple-choice questions.

15.301 section instructors will also assign a limited amount of homework in order to teach research methods and statistics. These homework assignments and associated participation in section discussions are graded. The 15.310 section instructor will assign case preparation and other readings specific to their section. 15.310 will count class participation more than 15.301.

Grades will be determined on the basis of the following allocation. For 15.301, grades will include both content and communication components (80% and 20%). For 15.310, grades are entirely content.

<table>
<thead>
<tr>
<th></th>
<th>15.301 Content</th>
<th>Communication</th>
<th>15.310</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Team-Analysis paper</td>
<td>10 %</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>(b) Quiz #1</td>
<td>10 %</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>(c) Quiz #2</td>
<td>10 %</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>(c) Group Proposal/Draft Report</td>
<td>10%</td>
<td></td>
<td></td>
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<tr>
<td>(d) Group Oral Report (1/2 content)</td>
<td>5 %</td>
<td>5%</td>
<td></td>
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<tr>
<td>(d) Group Term Report (5/6 content)</td>
<td>25%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>(e) Class Participation</td>
<td>10%</td>
<td></td>
<td>55%</td>
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<tr>
<td>Total</td>
<td>80%</td>
<td>20%</td>
<td>100%</td>
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</tbody>
</table>

Because the Group Term Report is such an important part of the course (with proposal, oral and written reports totaling 50% of the grade), it is essential that team members contribute their fair share to the team effort. Section instructors reserve the option of changing a student's grade on the Group Term Report if that student has contributed much less or much more than other group members.

15.310: Details on Grading

15.310 section meetings comprise discussion of the assigned cases and in-class simulations and exercises. In order to help you engage with the cases and draw connections to lectures, there will be two short written assignments based on the cases (details will be discussed on the first day of section). Each student (or group of students) will also be assigned one week to initiate and guide class discussion. The grade for class participation/case assignments (55% of the total grade, as shown above) is made up of three components:

- Class participation (lecture and section) 25%
- Written Case Assignments 20%
- Leading Section Discussion 10%
# Task-Timeline

This table (note: continued on the next page!) provides a list of the main deliverables in 15.301/310, with due dates. Task specifics, further details, nuances, emphasis, and elaborate requirements will be further detailed in recitation. We provide this table as a guideline, to help you plan.

Notes:
- All milestones apply to 15.301. Milestones applicable to 15.310 are marked with a *.
- Additional tasks that are specific to 15.310 are detailed in the 15.310 syllabus that is provided separately.
- Rows in pale blue relate to assignment 1: Team-Analysis Paper (the first two milestones of this assignment apply to 15.310 as well)
- Rows in white relate to assignment 2: Collaborative Research Project
- Rows in gray relate to quizzes (relevant both 15.301 and 15.310)

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Description</th>
<th>Day</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Proposal*</td>
<td>One-page proposal, identifying the team to be analyzed, and the performance issue of interest</td>
<td>Thu, Sep-14, 5pm</td>
<td>email</td>
</tr>
<tr>
<td>Form Team Notify TA</td>
<td>Form a team and notify your TA. Ideal teams have 3-4 members. Other size requires TA approval.</td>
<td>Fri, Sep-15, 11am</td>
<td>email</td>
</tr>
<tr>
<td>Get TA approval for Project</td>
<td>Discuss your project idea with your TA and get approval for your topic and your basic approach</td>
<td>Fri, Sep-22, noon</td>
<td>In person /email</td>
</tr>
<tr>
<td>First Draft*</td>
<td>TA's grade content (10% of final grade). TA's and Writing instructors provide comments for revision (only 15.301 students write a revision)</td>
<td>Fri, Sep-29, 11am</td>
<td>Stellar + 2 prints to section TA</td>
</tr>
</tbody>
</table>
| COUHES Training & personal certification | By MIT policy, All students participating in research involving human subjects (all 15.301 students) must successfully complete COUHES training. The link for the training is: [http://web.mit.edu/committees/couhes/humansubjects.shtml](http://web.mit.edu/committees/couhes/humansubjects.shtml)  
It usually takes about 3-5 hours to complete, and can be done in multiple sessions | Thu, Oct-05, 5pm   | online            |
<p>| Group Project Proposal                | 1-2 page proposal, identifying your research question, setting and data to be collected, and method. Must be approved by TA before you can continue | Thu, Oct-05, 5pm   | email             |</p>
<table>
<thead>
<tr>
<th><strong>Milestone</strong></th>
<th><strong>Description</strong></th>
<th><strong>Day</strong></th>
<th><strong>Format</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>COUHES application for TA approval</td>
<td>Each team must submit one Approval Form for the Committee on the Use of Humans as Experimental Subjects (COUHES) to allow approval of your project prior to data collection. More details on the process will be provided by your TA. No data may be collected without COUHES approval. While you wait for approval, plan the data collection and analysis, develop materials, and make arrangements for subjects.</td>
<td>Thu, Oct-12, 5pm</td>
<td>email</td>
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<tr>
<td>Take Home Quiz Handed Out*</td>
<td>Three 1-2 page essays</td>
<td>Mon, Oct-23, noon</td>
<td></td>
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<tr>
<td>Take Home Quiz Returned*</td>
<td></td>
<td>Wed, Oct-25, 11am</td>
<td>Stellar</td>
</tr>
<tr>
<td>Revised Paper</td>
<td>Writing instructors grade (10% of final grade) based on how well you addressed TA+WI comments on the draft</td>
<td>Wed, Nov-1, 11am</td>
<td>stellar + 1 print (in class)</td>
</tr>
<tr>
<td>Group Project Draft</td>
<td>Ten-page (double-spaced, 12-point font) draft. Include your introduction, methods, and begin describing and analyzing your data, using the three lenses concepts. TAs and writing instructors will provide feedback on this draft, which is also graded by TAs.</td>
<td>Fri, Nov-10, 11am</td>
<td>Stellar</td>
</tr>
<tr>
<td>In-Class Quiz*</td>
<td>Multiple Choice questions</td>
<td>Wed, Dec-6, 11am</td>
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<tr>
<td>Group Project Presentations</td>
<td>Evaluation of your 12-minute presentation will emphasize clear oral communication, well-structured content, and effective use of visual aids, e.g. slides. Graded by TA's and WI's.</td>
<td>Mon Dec 11 11am</td>
<td>In person</td>
</tr>
<tr>
<td>Final Group Paper</td>
<td>Detailed instructions about the expected structure, content and format will be given in section. Graded by TA's and WI's.</td>
<td>Thu, Dec-14, 3pm</td>
<td>Stellar</td>
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</table>
# SYLLABUS - Lectures and Readings

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day</th>
<th>Topic</th>
<th>Textbook(s)</th>
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<tbody>
<tr>
<td></td>
<td>Wed</td>
<td>Introduction: Managerial Psychology in Organizations</td>
<td>McShane Ch. 1; Carroll (2006) in Readings; Cialdini Ch. 1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>The Three Lenses: Strategy, Politics and Culture</td>
<td>SPECIAL LECTURE ROOM 56-114 FOR ALL SECTIONS</td>
</tr>
<tr>
<td>Week 2</td>
<td>Mon</td>
<td>Team Analysis Paper Guidelines and Recitation Sections Assigned</td>
<td>Comm Instructor Harlan Breindel</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Creativity</td>
<td>McShane Ch. 6 pp. 118-123 only; Amabile (1997) in Readings; Peters (1983) in Readings</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Intro to Social Science Research</td>
<td>Sommer selections</td>
</tr>
<tr>
<td>Week 3</td>
<td>Mon</td>
<td>Creating a start-up</td>
<td>Active Joint Brace <a href="http://www.myomo.com">www.myomo.com</a></td>
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<tr>
<td></td>
<td>Wed</td>
<td>Individual Differences</td>
<td>McShane Ch. 2</td>
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<tr>
<td></td>
<td>F</td>
<td>Research design: Methods overview</td>
<td>McShane Ch. 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Mon</td>
<td>Perceptions and Attitudes</td>
<td>McShane Chs. 3 &amp; 4; Cialdini Ch. 3</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Motivation</td>
<td>McShane Ch. 5; Cialdini Ch. 2</td>
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<td></td>
<td>F</td>
<td>STUDENT HOLIDAY 2017</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Mon</td>
<td>Motivation Case</td>
<td>Berg &amp; Fast (1983) CASE in Readings</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Decision Making</td>
<td>McShane Ch. 6 pp. 106-118; Cialdini Ch. 7</td>
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<tr>
<td></td>
<td>F</td>
<td>Research Design: Data Collection Techniques I</td>
<td>McShane Ch. 6 pp. 106-118; Cialdini Ch. 7</td>
</tr>
<tr>
<td>Week 6</td>
<td>Mon</td>
<td>COLUMBUS DAY</td>
<td></td>
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<tr>
<td></td>
<td>Wed</td>
<td>Negotiation</td>
<td>McShane Ch. 10 pp. 200-203; Cialdini Ch. 4</td>
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<tr>
<td></td>
<td>F</td>
<td>Research Design: Data Collection Techniques II</td>
<td>McShane Ch. 10 pp. 200-203; Cialdini Ch. 4</td>
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<tr>
<td>Week 7</td>
<td>Mon</td>
<td>Social Influence</td>
<td>Cialdini Chapters 5 &amp; 6</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Groups</td>
<td>McShane Ch. 7; Slade CASE</td>
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<tr>
<td></td>
<td>Fri</td>
<td>Analyzing Qualitative Data</td>
<td></td>
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<td>Week 8</td>
<td>Mon</td>
<td>Group Decision Making</td>
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<td></td>
<td>Wed</td>
<td>Leadership &amp; Power</td>
<td>McShane Chs. 9 &amp; 11</td>
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<td>Week 9</td>
<td>Mon 10/30</td>
<td>Organizational Design</td>
<td><em>McShane</em> Ch. 12</td>
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<td></td>
<td>Wed 11/1</td>
<td>Ethics or Business Simulation</td>
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<td></td>
<td>F 11/3</td>
<td>Analyzing Quantitative Data I</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Mon 11/6</td>
<td>Networks</td>
<td><em>Krackhardt</em> (1993) in <em>Readings</em></td>
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<td></td>
<td>F 11/10</td>
<td>VETERANS DAY HOLIDAY</td>
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<tr>
<td>Week 11</td>
<td>Mon 11/13</td>
<td>Organizational Learning</td>
<td></td>
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<td></td>
<td>Wed 11/15</td>
<td>Presentation Skills</td>
<td>(Comm Instructor Harlan Breindel)</td>
</tr>
<tr>
<td></td>
<td>F 11/17</td>
<td>Analyzing Quantitative Data II</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Mon 11/20</td>
<td>Organizational Change</td>
<td><em>McShane</em>, Ch. 14;</td>
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<tr>
<td></td>
<td>Wed 11/22</td>
<td>Errors, Accidents, Disasters</td>
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<tr>
<td></td>
<td>F 11/24</td>
<td>THANKSGIVING</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Mon 11/27</td>
<td>The Strategy That Wouldn’t Travel</td>
<td><em>Beers</em> (1996) <em>CASE</em> in <em>Readings</em></td>
</tr>
<tr>
<td></td>
<td>W 11/29</td>
<td>The Strategy That Wouldn’t Travel</td>
<td><em>CASE</em> continues</td>
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<td></td>
<td>F 12/1</td>
<td>Insight – Deepening your Analysis</td>
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<td></td>
<td>Wed 12/6</td>
<td>IN-CLASS QUIZ</td>
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<tr>
<td></td>
<td>Fri 12/8</td>
<td>Prep for Team Presentations</td>
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<tr>
<td>Week 15</td>
<td>Mon 12/11</td>
<td>Team Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Wed 12/13</td>
<td>Course Summary &amp; Future Courses</td>
<td>Time for 1 extra team presentation</td>
</tr>
<tr>
<td></td>
<td>Thu 12/14</td>
<td>FINAL PAPERS DUE by 3pm !</td>
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</tbody>
</table>

Potential extra sessions: split Perception and Attitudes, MBTI, Ethics, Simulation
If 15.301 has 4 projects, present last one 12/13. If 5 projects, need a second lecture day
Additional Readings on Study.net (in order)


Class Participation and Conduct

Your class participation will be evaluated subjectively, but will rely upon measures of punctuality, attendance, familiarity with the required readings, relevance and insight reflected in classroom questions, and commentary. Although the class is taught in lecture mode, I will rely heavily upon interactive discussion within the class. I expect students to be familiar with the readings, even though they might not understand all of the material in advance. Questions and comments are strongly encouraged.

Class participation includes punctuality in attendance. We expect you to arrive, be seated, and be ready for class on time, and to stay in class for the entire session. Arriving late is inconsiderate to fellow students as well as to the instructor. Latecomers also miss announcements, handouts, and the initial set-up of the class topic.

Class participation also includes maintaining a professional atmosphere in class. This means no computer use in class unless specifically required, and refraining from distracting activities during class (side conversations or games; cell phones off; no texting). Cold calls (i.e., calling on students even if their hand is not raised) may be directed at a student who walks in late or seems to be inattentive in class.

We may call on you periodically to answer questions about either the homework or classroom developments. Cold calls may be chosen randomly from all students, or directed at students who have not spoken in a while. We will evaluate your classroom participation on the basis of the extent to which you contribute to the learning environment. Disagreeing with the professor is ok, as long as we remain respectful of each other. Asking what appear to be “dumb questions” about what is being covered is also ok: very often half of the class will have the same questions in mind and be relieved to have them asked.

Policy on Individual Work

Except for the team project assignments, written homework must represent your own individual work. Copying or otherwise using any other outside materials on an assignment without proper citation (see: libguides.mit.edu/citing) constitutes a violation called plagiarism (see: libguides.mit.edu/citing#plagiarism). Any student who copies or knowingly allows his/her work to be copied or who uses outside materials in the preparation of assignments without proper citation and reference will receive an F grade for the assignment. Similar papers may not be submitted to separate courses without explicit prior approval of both instructors. During exams, any student who either receives or knowingly gives assistance or information concerning the exam will receive an F grade on the exam.

MIT’s reputation as a great university and the source of important original research rests on having the highest standards of Academic Integrity. The above violations of the Policy on
Individual Work are also violations of MIT’s Standards of Academic Integrity. Such cases may be brought before the MIT Committee on Discipline. Every year over a dozen such cases are brought against undergraduates and graduate students who turn in work that is copied from other students, from internet sites or other sources, or used without proper citation. In many of these cases the students have been suspended from MIT, had their degrees withheld, and had notations placed on their permanent transcripts.

At the end of this syllabus is an extensive description of Values@Sloan, which explains these and other issues in considerable detail.
Surviving the Group Projects

It is not easy to plan and carry out a research project. It is not easy to meet deadlines. It is not easy to get agreements among people in a group, or to live up to our promised commitments. It is not easy to trust other people when our own grade is at stake.

For the above reasons and more, it is not surprising that some groups have problems getting their projects completed on time or feel that the workload was distributed unfairly. A common complaint is that one person is a FREE RIDER who does minimal work in the expectation that others will be forced to work anyway. Most students seem unwilling or unsure in confronting such a person and forcing them to contribute; often the group simply avoids a scene and lets the person get away with it. Another common complaint is that one group member is a DO-IT-ALL who is convinced that only he (or sometimes she) has the ability to do it right and get an A.

It is a major goal of the group projects to make sure everyone participates in the research and learning experience. Both the FREE RIDER and the DO-IT-ALL make that goal hard to achieve. A less-obvious major goal of the group projects is to give you a personal experience within an “organization,” in this case, your own group. The process of figuring out communication, coordination, division of labor, leadership, authority, and so forth, is a key learning opportunity.

We want you to have this experience without having an unworkable group. The best way to manage the group is to have a clear set of expectations, an ability to assess how the group is working, an understanding of actions to take if the group is having problems, and a willingness to act. Here are some tips we hope will help you out:

General Tips for Success

1. The logistics of getting together constitute your first major problem. It helps if members live near one another. It often helps if one person takes charge of schedules and agendas.
2. It is harder to deal with a FREE RIDER or DO-IT-ALL or a BOSSY CONTROL FREAK if that person is your friend or fraternity brother. If you suspect that you and a friend would not work together well, try to avoid problems at the outset by joining different groups.
3. The early group conflicts involve choice of research setting (the “innovation setting”). Plan ahead by considering several options; if others are not at all interested in your idea, drop it or find another group. There may be ways to create integrative research projects that include issues and questions to satisfy different group members.
4. A really interesting research setting will sustain your group during the drudgery of data collection and analysis. Try to generate research questions that excite everyone.
5. The end of the semester is crunch time for every course. Don’t fall behind schedule; if you can, stay ahead of schedule and complete the project one or two weeks early. At worst, early deadlines permit more flexibility.
6. Don’t be reluctant to go to your section instructor for help, including ideas for projects, ways to carry out the research, analytical techniques, and group management (such as dealing with a FREE RIDER).
Tips for Group Management

1. **Set Expectations** - have group discussions about the process of group work. As soon as possible, lay out the tasks that have to be done and divide them among group members in a way that is fair (everyone does a similar amount of work) and efficient (groups work better when members do what they are good at and what they want to do). Remember that group members who choose what to do and agree on what is fair will be more motivated than those forced to work. Also, learn to be patient -- establishing goals and reaching consensus takes time (so give them time) and requires compromise (so be flexible).

2. **Structure the Tasks** - break tasks up into short parts taking a few days or a week at most. When will we contact potential research sites? When will we have a site selected? When will we design an interview protocol? With many short deadlines you are quick to find out who is not putting in the effort. Group meetings must not only look ahead at tasks to perform but also look at progress and process. Compliment work that has been completed; acknowledge work that was not completed and get commitment for speedy progress. This keeps work from piling up at the end of the semester, and maintains a sense of fairness.

3. **The Problem of Authority** - all groups face the problem of who will be the boss, take control, tell others what to do, have the highest status and credibility, etc. Try to recognize when you are having an authority problem, including: no one wants to take control and suggest or tell others what to do, so the group doesn't move forward on the task (even if they are having fun); two or more people are fighting for control and care more about being the boss rather than doing a good project; one person has taken on a leadership role but does so in a way that makes others uncomfortable. Remember, there has to be authority to get things done, but there are many ways to do this. Perhaps your group has one person who is good at using authority and is trusted by others. Another group may divide authority over different parts of the project, or even divide it by time periods (e.g., this week Mary calls the meetings). Try to understand when you need authority, and what the group considers legitimate for granting authority (e.g., does someone expect to be boss because they are bigger, louder, older, male?).

4. **Above all, communicate!** Let all group members communicate. Tell them what you are thinking. Try to avoid acting without first checking with others. If a group member seems uninterested, ask them about their thoughts and feelings. If something is going wrong, it has to be discussed; problems you ignore will only get worse! Have regular phone calls, emails, and meetings. Communicate with the section leader.

Every group faces problems it thinks are unique. In fact, every organization faces these same problems. Successful organizations and managers learn how to deal with them.
Values@MIT Sloan

Values in Practice in the Classroom

The MIT Sloan Mission

The mission of the MIT Sloan School of Management is to develop principled, innovative leaders who improve the world and to generate ideas that advance management practice.

To accomplish this, we:

Offer premier programs for shaping leaders who will create, redefine, and build cutting-edge products, services, markets, and organizations;

Collaborate across MIT to capitalize on and contribute to the Institute’s distinctive intellectual excellence and entrepreneurial culture;

Attract, develop, and retain outstanding faculty and staff who lead the world in management education and research;

Enroll students with integrity, strong leadership potential, high aspirations, and exceptional intellectual ability; and

Foster a cooperative and adventurous learning community that includes alumni and business partners, works on important problems, and is based on mutual respect, rigorous analysis, and high ethical standards.

Values@MIT Sloan

The MIT Sloan Mission statement (above) provides the context for core values that express who we are at our best. These core values include integrity, respect, collaboration, innovation, and positive impact. We invite all members of our community – students, staff, faculty, alumni – to practice these values in all the ways we work together, both inside and outside of the classroom.

Core Values in Practice

The following language supports the expression of these core values in the classroom at MIT Sloan.

ACADEMIC HONESTY – INTEGRITY IN PRACTICE

As a member of the MIT Sloan academic community, you are expected to uphold the highest standards of academic integrity. Violations of academic integrity include, but are not limited to,
cheating, plagiarism, unauthorized collaboration, and facilitating academic dishonesty. Please see the document Academic Integrity at the Massachusetts Institute of Technology: A Handbook for Students for further discussion of this topic. These standards are also discussed below, specifically regarding plagiarism, individual work, and team work.

*It is your responsibility to make yourself aware of MIT’s rules of academic integrity and to adhere to them.* When students are found to have violated academic standards, disciplinary action will result. Possible consequences include grade reduction, an F grade, a transcript notation, delay of graduation, or expulsion from MIT.

This discussion of academic integrity below is not exhaustive, and there may be areas that remain unclear to you. *If you are unsure whether some particular course of action is proper, it is your responsibility to consult with your professor and/or teaching assistant for clarification.*

**Plagiarism**

Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized -- deliberately or inadvertently -- you will face serious consequences, as indicated above.

The best way to avoid plagiarism is to cite your sources - both within the body of your assignment and in a bibliography of sources you used at the end of your document.

Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.

These definitions were drawn from the MIT Libraries website. For more information please visit: libguides.mit.edu/citing#plagiarism.

**Individual Assignments**

Many assignments in the MIT Sloan courses are expected to be done individually. The information below outlines what is meant by “individual” work. These rules should be observed unless otherwise defined by the instructor.

When you are asked to do *individual* work, you are expected to adhere to the following standards:

- Do not copy all or part of another student’s work (with or without “permission”).
- Do not allow another student to copy your work.
- Do not ask another person to write all or part of an assignment for you.
• Do not work together with another student in order to answer a question, or solve a problem, or write a computer program jointly.
• Do not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.
• Do not use print or internet materials directly related to a case/problem set unless explicitly authorized by the instructor.
• Do not use print or internet materials without explicit quotation and/or citation.
• Do not submit the same, or similar, piece of work for two or more subjects without the explicit approval of the two or more instructors involved.

Please note that many classes will require a combination of team work and individual work. *Be sure that you follow all the guidelines for individual work when a faculty member identifies an assignment as an individual one.*

**Team Assignments**

When you are asked to *work in teams*, there is a broad spectrum of faculty expectations. Three general types of appropriate collaboration on team assignments are described below. The instructor will indicate in the syllabus what his/her expectations are. If there is any uncertainty, it is the student’s responsibility to clarify with the professor or TA the type of team work that is expected.

**Type 1 collaboration:** the professor states that collaboration is allowed, but the final product must be individual. An example of this might be a problem set.

• You are allowed to discuss the assignment with other team members and work through the problems together.
• What you turn in, however, must be your own product, written in your own handwriting, or in a computer file of which you are the sole author.
• Copying another’s work or electronic file is not acceptable.

**Type 2 collaboration:** the professor states that collaboration is encouraged but that each person’s contribution to the deliverable does not have to be substantial (taking a “divide and conquer” approach). An example of this might be a brief progress report.

• Each team member is encouraged to contribute substantially to the team assignment, however, the team may choose to assign one or more team members to prepare and submit the deliverable on behalf of the team.
• Regardless of how work is shared or responsibilities are divided among individual team members, each member of the team will be held accountable for the academic integrity of the entire assignment. If, for example, one member of the team submits plagiarized work on behalf of the team, the entire team will be subject to sanctions as appropriate.
• The team may not collaborate with other students outside of the team unless the professor explicitly permits such collaboration.

**Type 3 collaboration:** the professor states that collaboration is expected and that each team member must contribute substantially to the deliverable. An example of this might be the OP project.

• Each team member must make a substantial contribution to the assignment. It is not, for example, acceptable to divide the assignments amongst the team members (e.g., part of
the team completes the OP Project while the rest of the team prepares a team case for DMD), though the team may divide the work of any one assignment to complete it as they deem appropriate.

- The team may not collaborate with other students outside of the team unless the professor explicitly permits such collaboration.

*If you are unsure whether some particular form of interaction is proper in individual or team work, it is your responsibility to consult the instructor and/or teaching assistant for clarification and guidance.*

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### PERSONAL CONDUCT – RESPECT IN PRACTICE

The MIT Sloan School is committed to creating an environment in which every individual can work and study in a culture of mutual respect. Therefore, it has developed a set of expectations regarding personal conduct in the classroom. These include, but are not limited to, adhering to MIT Sloan Time, using electronic devices appropriately, and refraining from distracting activities. We urge faculty, staff, and students to adhere to these expectations in order to support a strong learning community and to demonstrate the highest standards of professionalism to our guests.

Some examples of respectful behavior include the following:

**MIT (Sloan) Time:** All classes at MIT start at 5 minutes past the posted time and end 5 minutes prior to the posted time. Please arrive on time and remain for the duration of all class sessions and other classroom-based presentations. Please move post-class discussions into the hallway to allow the next professor a few minutes to prepare the classroom for his/her students.

**Attendance:** Attendance expectations vary according to the circumstances of an event. In classes where attendance is mandatory, the instructor may pass around a sign-in sheet. Signing in on behalf of another person is considered a serious infraction and may result in disciplinary action. In the case of professional or club events where an RSVP is requested, please keep your commitments. Not doing so may result in others missing an opportunity to attend the event and/or in damage to your or the School’s reputation.

**Appropriate Engagement:** Please give your full attention to the instructor or presenter for the duration of all classroom-based sessions. If participation is expected of you, please demonstrate respect to the presenter and to your colleagues in your comments. Be aware that quality of contribution is more important than quantity.

**Avoiding Distractions:** Please silence all wireless devices while classes and presentations are in session. To avoid distracting others, please refrain from using laptops or PDAs while classes and
presentations are in session, unless this has been specifically permitted by the instructor or presenter. Side conversations should be kept to a minimum, as they can distract your colleagues and can be considered disrespectful of instructors and presenters. If food is served during a meeting, please take care to keep noise to a minimum, and leave your seating area clean at the end of the session.

If you are unsure what guidelines to follow in a particular setting, we urge you to follow the most conservative standards and to seek guidance from a faculty or staff member or a peer, when the opportunity presents itself.

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