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|  | **BUAD 304: Leading Organizations** |
| **Syllabus Fall 2012 (A Schedule)** |
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**Course Instructors**

Lecture Sections 14720, 14726 Lecture Sections 14744

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**Course Description**

Leading organizations, and leading within organizations, requires effective management of people and a clear understanding of various aspects of human behavior and processes. Managers need to know why people behave as they do in relation to their job, their work groups, and their organizations. This knowledge of individuals’ perceptions, attitudes, motivations, attitudes and behavior will enable managers to not only better understand themselves, but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness and positive workplace outcomes.

During the course, we will move progressively through the individual, group, and organizational levels of behavior within the context of Organizational Behavior (OB) and examine the interrelationship of behavioral phenomena among these levels. Studying OB enables you, as future employees, managers and leaders, to understand your own and others’ behaviors, particularly in teams. It also enhances your ability to effectively communicate and manage human resources, core skills when leading at all levels of an organization. The goal is simple: ultimately, your aim should be to strengthen critical people skills that are essential to becoming a successful leader.

**Course Objectives**

* Understanding what leadership is all about and what is involved in becoming a successful leader in today’s business organizations.
* Appreciating leadership skills as an essential complement to the technical skills you are learning in other courses.
* Understanding the main ideas and key theories relating to organizational behavior and their impact on creating a high performing organization.
* Learning concepts and approaches that will enable you to lead the analysis of organizational problems and the development of appropriate solutions.
* Developing the behavioral skills you need to be a successful manager of yourself and others, including working in teams.

**Course Format**

This course is organized in a blended learning format which means you will engage with the material in three integrated modes: (1) weekly *online* *sessions*; (2) weekly *discussion sessions*; and (3) bi-weekly *lecture sessions* that you will attend six times during the semester. One mode or format is not more important than another. Each builds on the other to help you understand and apply the concepts of the course.

The online sessions will explain key conceptual frameworks found in the reading assignments. They will also use short stories and videos to illustrate how corporate leaders are implementing the concepts you are learning. It is expected that you will do the required reading prior to viewing the online sessions. The reading and online lecture viewing MUST be completed prior to attending lecture and discussion session meetings. Knowing this material will support your participation in the interactive lecture and discussion sessions.

The lecture sessions will address the course material in a highly interactive format including short case studies, self-assessment measures, and question-and-answer periods. It is expected that you will come to your lecture sessions prepared to discuss the assigned material and to participate in the learning activities.

The discussion sessions will focus on issues related to actual leadership situations and experiential exercises to learn leadership skills. They will integrate skill development with the concepts covered in the reading assignments and online sessions. It is expected that you will come to your discussion section meeting prepared to discuss the assigned material and participate in the learning exercises.

**Changing Discussion Sections**

Registration is managed online through the My USC portal.  If you are registered for BUAD 304 but interested in another discussion section, monitor registration online for availability and drop/add online.  Remember that each discussion section is attached to a lecture section.  Before changing your discussion section, confirm that both the lecture & discussion section work with your schedule.  If you are concerned about losing your spot before you can successfully add a different section, make sure you complete the transaction at the same time (i.e. in the same online session).  The system will not drop you from the class if a new spot is not available.  You may consult an advisor in the Advising Office located in BRI 104 if you need assistance using the online system.  Contact your discussion instructor with any other questions about changing sections.

**Course Materials**

There are three different formats available of the required textbook. You are only required to purchase *one* of the three. There is a hardbound format of the textbook, a loose leaf/binder ready format, and an eBook format via online access. Each format is listed below with its corresponding ISBN number. All three formats include the access code for the Self Assessment Library (SAL). You must obtain a Self-Assessment Library access code in order to complete required assignments. We’ll address questions about materials in our first discussion session.

Required Text:

* Stephen P. Robbins & Timothy Judge. *Organizational Behavior,*  15th edition required

Select one of the following 3 formats:

* + *Hardbound Format:* ISBN-10: 1256821217 / ISBN-13: 9781256821212 **or**
  + *Student Value Edition: Looseleaf:* ISBN-10: 1256713406 / ISBN-13: 9781256713401 **or**
  + *MYMGMTLAB with eText:* ISBN – 0132846144 (currently available online at [www.pearsonhighered.com](http://www.pearsonhighered.com) with a credit card)

**IMPORTANT NOTE**: *These ISBN numbers are unique to USC so if you purchase the textbook elsewhere please make sure you are buying the US Domestic version of the 15th edition and have access to the SAL.*

Other Required Material:

* Case Study available at the USC bookstore. The specific name of this case study will be provided later in the semester.

**Blackboard**

The weekly online sessions as well as PowerPoint presentations, course announcements, and communication will be available from the *course web page* on Blackboard. To access Blackboard from your web browser, enter <https://blackboard.usc.edu>, and use your USC/Unix username and password to log in. For the course web page, select 2012 Buad\_304\_14720: Leading Organizations (for all of Prof. Patterson’s sections), or 2012 Buad\_304\_14732: Leading Organizations (for Prof. Coombs’ sections), or 2012 Buad\_304\_14744: Leading Organizations (for all of Prof. Cummings sections). Your lecture section number may be different but don’t worry – you will be in the right course. We consolidated sections together to make communication more efficient. You can use the tabs on the left-hand side to access the materials and navigate the course web page. This will be explained in more detail in your first discussion meeting.

For your *discussion section web page*, select the similar link that contains your discussion section number. You can use your discussion section web page to communicate directly with your discussion instructor, your project team members, and other classmates from your discussion section.

**Grading**

Participation in Discussion Sessions 15%

Homework in Discussion Sessions (3 written assignments) 6%

Discussion Team Homework Assignment 4%

Homework in Lecture Sessions (5 written assignments) 15%

Progress Exam 1 10%

Progress Exam 2 15%

Team Case Analysis 10%

Final Exam 25%

TOTAL 100%

\*You must attend the lecture and discussion sections in which you are registered in order to receive participation and/or homework credit for those sessions.

**Participation in Discussion Sessions:** This part of your grade will be based on consistent and effective contributions to class discussions. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should be prepared to contribute to all class discussions, demonstrating your preparation by asking questions whenever necessary and by integrating the vocabulary and concepts from the readings and video lectures, as well as your own experiences, into your comments. The core component of your participation grade is an active and insightful contribution to the conversation in the classroom, not just attending the class. A smaller component of your participation grade comprises your involvement in research activities. You can choose one of two options below to fulfill this requirement. Please note that, if you do *not* complete one of these two options, you will lose points for this part of your grade.

Option 1:  
First, you can participate in research studies. To do this, you will attend sessions outside of class, conducted by researchers in MOR at Marshall. You will earn ½ credit or 1 credit for each separate study you complete; most sessions are no more than an hour long. You will need to obtain 4 credits during the semester in order to fulfill the research requirement. If you choose this option, please register for an account at <http://marshall-mor.sona-systems.com/> (see instructions posted separately to Blackboard) no later than September 14, 2012. Those who do not register or reactivate by this date will be required to complete Option 2 (research papers). After you verify your account, you will need to check the site regularly to find open studies and sign yourself up for appointments. Studies are scheduled throughout the semester, on various days and times. It’s important that you complete your credit early; if you wait until the end of the semester, there may not be enough studies available. You are not guaranteed an available study spot. To receive full participation points, you must earn your first credit by October 26, 2012. Your other credits can be earned any time before December 7, 2012. As a courtesy to the researcher and other students waiting for spots, please use the online system to cancel your appointment ASAP if you can’t make it. *Please note: If you earn your first 3 credits by showing up to ALL of your scheduled sessions, on time, then you will earn your 4th credit “free,” as a bonus. That is, the system is “earn three, get one free”-- again, provided that you show up to all three early sessions as scheduled and on time.*

Option 2:  
Your second way to complete the research requirement is to write 3 short, 3-page research papers on topics prearranged with your Discussion Instructor. Students must be aged 18 or older by October 15, 2012 in order to choose Option 1; otherwise, you will need to use Option 2. Papers must be turned in no later than December 7, 2012 to your Discussion Instructor.

**IMPORTANT NOTES:**  (A) If you have already have a research study account from a past BUAD 304 or BUAD 497 course, you will need to email the administrator from the website in order to request account reactivation. Past credits earned CANNOT be used for current courses.  (B) If you are enrolled for Marketing BUAD 307, please make sure you visit the Marketing research study website your Marketing Professor has given you.  Please see your Marketing syllabus. Each course has its own unique Sona Systems web address. ***Credits will NOT transfer from one class to the other for credit fulfillment, no exceptions.***

**Homework in Discussion Sessions:** This portion of your grade will be assessed on both timely and complete submission of homework. Three individual assignments consisting of 1- to 2-page single-spaced answers to questions about a “Case Incident” or “Questions for Critical Thinking” will be due at the beginning of the discussion section on the dates as indicated in the course outline below. There will also be a Team Homework assignment, which is due the week of October 8th during your discussion section. Instructions for this Team Homework assignment will be posted on Blackboard and discussed in class.

Please note: You must attend the entire discussion session to get credit for the homework. Having someone else hand in your homework when you did not attend class constitutes an academic integrity violation for both parties and will be treated accordingly. Your discussion section instructor will provide you with additional details about homework expectations.

**Homework in Lecture Sessions:** This portion of your grade will be based on timely and complete submission of homework. Five assignments consisting of self-assessment measures (SAL) and 1- to 2-page single-spaced answers to questions about an “Ethical Dilemma” or “Case Incident” will be due at the beginning of each session as indicated in the course outline below. Please note: You must attend the entire lecture session to get credit for the homework. Having someone else hand in your homework when you did not attend class constitutes an academic integrity violation for both parties and will be treated accordingly. Your discussion section instructor will provide you with additional details about homework expectations.

**Progress Exams and Final Exam:** These exams consist of multiple choice and true/false questions as well as short essays about the material covered in the course. Sample questions for the progress exam will be posted on the course website a week prior to the exam. The progress exams will take place on the date specified in the course outline (room TBA) during lecture meeting times. Make-up progress exams will not be permitted. The final exam will take place on the date and time assigned for the lecture session time slot in the University final exam schedule (room TBA). If you have another final exam scheduled for the same time as the final exam for this course, you must let your discussion instructor know about the conflict at least 3 weeks prior to the final exam.

**Team Case Analysis**: This team project gives you the opportunity to demonstrate your ability to apply concepts from the course to analyze organizational problems and develop appropriate solutions. The case will be available at the bookstore mid-semester. Your grade on the case analysis is a “team grade” that will be assigned equally to all members of the team. Please note: If you do not participate fully in team meetings and tasks, you will not receive the team grade but be assigned an individual grade that is lower than the team grade. This may also constitute an academic integrity violation and will be treated accordingly.

The case analysis should be 8-10 typed pages, double-spaced using 12-point font and 1-inch margins. The cases will be graded according to the following criteria:

* Develop a complete mastery of the facts in the case. It is essential to sort out those facts that are pertinent and discard those that are irrelevant. Develop a clear mental picture of the situation being studied. Describe the relevant facts and then add to them assumptions that are reasonable given the circumstances. A case rarely provides perfect information. There is no need to summarize or restate the case in a separate section of the paper; rather, use the important facts to support your arguments throughout the paper.
* Clarify the main problem and diagnose its’ causes. You need to determine the key problem or issue in the case. Sometimes the problem may be clear, but other times it may be quite obscure. Learning to ask the right questions and to analyze a situation is one of the most important skills of management. It is in this section where you will apply organization behavior theories to understand the causes underlying the problem. The theories serve as diagnostic models pointing to possible causes of organizational problems.
* Identify alternative courses of action and assess them. Usually there are several possible solutions to a problem situation. Identify the critical differences and the ‘pros and cons’ of each option. The analytical phase of evaluating each alternative is the foundation for effective decision-making.
* Decide on a course of action. Often one factor must be balanced against another, adjustments made for uncertainty, and full recognition given to difficulties of implementing the chosen course of action. Check your decision from several angles and defend it clearly in your paper.

**Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards for further review,. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

All BUAD 304 students are held to the standards outlined in SCAMPUS. The use of unauthorized material or technology, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other course work is unacceptable and will be treated accordingly. Other integrity violations include handing in someone else’s homework assignment for them when they did not attend class, or claiming credit for words or thoughts that are not your own, which includes having your name appear on a team project/paper when you did not fully participate in completion of the project/paper. These actions will have significant impact on your final grade, such as receiving a failing grade for an assignment, a lower participation grade, or failing the course if it is determined that there was cheating on an exam.

## Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your Discussion Instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability) .

**Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours).

#### Statement on Technology Use

#### Please note that computer laptop use is not allowed during the discussion and lecture sessions. It is far more important to participate than to take detailed notes. A few hand-written notes will suffice. After each discussion and lecture session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. All communication devices such as cell phones, Blackberries, etc. capable of sending and or receiving electronic communication and all entertainment devices such as wifi enabled devices, tablets or other communication platforms are to be turned off and kept off throughout the class session. Receiving or sending communication or entertainment during class disrupts the learning environment and is rude to those around you.

#### Instructors may deny Participation/Contribution points to students misusing technology during class. We invite you to “Be Here, Be Present!” to create an engaging learning community.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

#### Weekly Schedule of Assignments

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| **Week** | **Reading & Online Session** | | **Discussion Session** | **Lecture Session (A)** |
| 1 (8/27-8/31) | Foundations of Leadership  Read: Ch. 1 | | Introduction to Course | Take the following tests located on the online Self-Assessment Library that came with your text. Self score and bring the printout to class.   * What’s My Basic Personality? * What do I Value? * What’s My Emotional Intelligence Style? |
| 2 (9/3-9/7) | Leader as Sense Maker  Read: Ch. 2, 3, 4 (pp 112-115/Emotional Intelligence),  5 & 6 | | No discussion session due to Labor Day holiday |  |
| 3 (9/10-9/14) | No reading & online | | Leader as Sense Maker  \*Meet in ELC – basement of Bridge Hall | Assignment #1 Due: See Lecture HW Assignment document in Bbd  Take the following tests located on the online Self-Assessment Library that came with your text. Self score and bring to class.   * What Motivates Me? |
| 4 (9/17-9/21) | Leader as Motivator  Read: Ch. 7 & 8 | | Leader as Sense Maker  Review Chapter 6 to prepare for class  Assignment #1 Due: Ch. 6: Case Incident 2: Predictions That Didn’t Quite Pan Out ; Also bring results of SAL Jungian-16 Personality to class  ***Teams assigned in class today*** |  |
| **Week** | **Reading & Online Session** | | **Discussion Session** | **Lecture Session (A)** |
| 5 (9/24-9/28) | Leader as Team Developer  Read: Ch. 9 & 10 | | Leader as Team Developer  \*Meet in ELC | **Progress Exam #1 – Room TBA** |
| 6 (10/1-10/5) | Leader as Stylist  Read: Ch. 11 & 12 | | Leader as Communicator  Review Chapter 11 to prepare for class | Assignment #2 Due: See Lecture HW Assignment document in Bbd  Take the following tests located on the online Self-Assessment Library that came with your text. Self score and bring printout to class.   * What’s My Leadership Style? |
| 7 (10/8-10/12) | Leader as Ethical Decision Maker  Read sections on ethics:  Ch. 5 (pp 145-150);  Ch. 6 (pp 187-88); Ch. 12 (pp 386-87); Ch. 13 (pp 434-35) | | Leader as Stylist  Review Chapter 12 to prepare for classTeam Homework Assignment Due; Assignment will be posted on blackboard |  |
| 8 (10/15-10/19) | Leader as Politician  Read: Ch. 13 & 14 | | Leader as Politician  \*Meet in ELC | Assignment #3 Due: See Lecture HW Assignment document in Bbd  Take the following tests located on the online Self-Assessment Library that came with your text. Self score and bring printout to class.   * What’s My Preferred Conflict-Handling Style? |
| 9 (10/22-10/26) | Leader as Structural Architect  Read: Ch. 15 | | Leader as Structural Architect  Review Chapter 15 to prepare for class  Assignment #2 Due: Chapter 15: Case Incident 1: Creative Deviance: Bucking the Hierarchy? |  |
| **Week** | **Reading & Online Session** | **Discussion Session** | | **Lecture Session (A)** |
| 10 (10/29-11/2)) | No reading & online | Leader as Structural Architect  \* Meet in ELC | | **Progress Exam #2 – Room TBA** |
| 11 (11/5-11/9) | Leader as Maker of Culture  Read: Ch. 16  *Team case analysis due in Bridge Hall 306 no later than 3:00 pm on Friday 11/11* | Leader as Negotiator  Review Chapter 14 to prepare for class | | Assignment #4 Due: See Lecture HW Assignment document in Bbd  Take the following tests located on the online Self-Assessment Library that came with your text. Self score and bring printout to class.   * What Type of Organization Structure Do I Prefer? |
| 12 (11/12-11/16) | Leader as Developer of Talent  Read: Ch. 17 | Leader as Change Agent  \* Meet in ELC | |  |
| 13 (11/19-11/23) | No reading & online  Thanksgiving Holiday | No discussion session | | No lecture session |

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| **Week** | **Reading & Online Session** | **Discussion Session** | **Lecture Session (A)** |
| 14 (11/26-11/30) | Leader as Change Agent  Read: Ch. 18 | Leader as Developer of Talent  Review Chapter 17 to prepare for class  Assignment #3 Due: Chpt 17: Case Incident 1: The End of the Performance Appraisal? All Questions; **and** Ethical Dilemma: Credit Checking, Q#1 only. | Assignment #5 Due: See Lecture HW Assignment document in Bbd  Take the following tests located on the online Self-Assessment Library that came with your text. Self score and bring printout to class.   * How Well Do I Respond to Turbulent Change? |
| 15 (12/3-12/7) | Leader as Visionary | Leader as Change Agent  Review Chapter 18 to prepare for class  Bring your questions to review for the final exam |  |

**Final Exam Schedule (Information about the room location will be provided at a future date):**

* Friday 8 am lectures take their final on Wednesday, December 12 from 8:00 to 10:00 a.m.
* Friday 10 am lecture takes its final on Monday, December 17 from 8:00 am to 10:00 a.m.
* Thursday evening lectures take their final on Thursday December 13 from 7:00 to 9:00 p.m.
* Tuesday evening lectures take their final on Tuesday, December 18 from 7:00 to 9:00 p.m.