

LECTURE SESSION (A)

**BUAD 304
Leading Organizations**

**University of Southern California
Marshall School of Business**

Course Instructors

Lecture Sessions 14732, 14738, 14744
& 14747

Professor Michael Coombs
Department of MOR
Bridge Hall 303
Phone: 213-740-9290
E-mail: mcoombs@marshall.usc.edu
Office Hours: By appointment

Lecture Sessions 14720 & 14726

Professor Thomas G. Cummings
Department of MOR
Bridge Hall 820
Phone: 213-740-0733
E-mail: tcummings@marshall.usc.edu
Office Hours: By appointment

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.
- 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.

Course Format

This course includes three elements: (1) weekly *online sessions*; (2) weekly *discussion sessions*; and (3) bi-weekly *lecture sessions* that you will attend six times during the semester.

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 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.

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 discussion sessions prepared to discuss the assigned material and to participate in the learning activities.

Changing Discussion Sections

If you are already registered for BUAD 304 but you would like to move to another discussion section without first dropping the class, you must find someone in the desired discussion section to switch places with you and take your space in your discussion. If you are switching to a discussion section that is attached to a different lecture section, you are automatically switching lecture sections as well. This is the only way you will be able to move to another discussion section without first dropping the class. Students who are already registered for the class are not eligible to sign up on the waiting list for other discussion sections. To avoid being inadvertently dropped from the class, you and the person you switch places with are responsible for informing both discussion section instructors of the switch as soon as you start attending another discussion section. During the third week of classes, your new discussion section instructor will provide you with an add slip so you can register for the correct discussion (and lecture) session.

Text

Stephen P. Robbins & Timothy Judge. *Organizational Behavior*, 12th Edition. Englewood Cliffs, NJ: Prentice Hall, 2007.

Blackboard

The weekly online sessions as well as overheads, course announcements, and communication will be available from the *course web page* on Blackboard. To access Blackboard, launch Internet Explorer, enter <http://blackboard.usc.edu> and use your USC/Unix username and password to log in. For the course web page, select **20073 buad 304 14720: Organizational Behavior** (or 14726, 14732, 14738, 14744 & 14747 depending on your lecture section). You can use the tabs on the left-hand side to access the materials and navigate the course web page.

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 (5 written assignments)	10%
Homework in Lecture Sessions (5 written assignments)	15%
Midterm Exam	20%
Team Case Analysis	15%
Final Exam	<u>25%</u>
TOTAL	100%

Target Grade Average: Grading is done separately for each lecture section. In accordance with the grading guidelines of the Marshall School, each lecture section will have a grade point average approximating 3.00.

Participation in Discussion Sessions: This part of your grade will be based on effective contributions to class discussions. These include input that is relevant to the course content and the topic of discussion. Participation also comprises involvement in research activities. You can choose one of two options to fulfill this requirement.

Option 1:

First, you can participate in research studies. Students must be aged 18 or older by October 14, 2007 in order to choose option 1; otherwise, you will need to use option 2. For option 1, you will attend sessions outside of class, conducted by researchers in organizational behavior at Marshall. Shorter studies offer ½ credit per session, and longer ones offer 1 credit per session. Most sessions are no more than an hour long. You will need to obtain 1 credit during the semester in order to fulfill the research requirement. If you choose this option, please register for an account at <http://www.marshall.usc.edu/304studysignup/> (see instructions at the end of the syllabus) no later than September 14, 2007. 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. Please note: If you reserve a time and then fail to appear without notifying the researcher 24 hours in advance, you will receive a 1 credit penalty, and will have to complete a total of 2 credits' worth of studies for the semester.

Option 2:

Your second way to complete the research requirement is to write a 3-page research paper on a topic prearranged with your discussion section instructor. Papers must be turned in no later than December 12, 2007.

Homework in Discussion Sessions: This portion of your grade will be assessed on both timely and complete submission of homework. Five 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. 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 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. Your discussion section instructor will provide you with additional details about homework expectations.

Midterm and Final Exams: 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 midterm exam will be posted on the course website a week prior to the exam. The midterm exam will take place on the date specified in the course outline during the time slot assigned for the lecture session in the University course schedule (room TBA). Make-up 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 during the third week of classes. 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. The case analysis should be 8-10 typed pages, double-spaced using 12-point font. 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 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

The use of unauthorized material, 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 class work is unacceptable and will be treated accordingly. It is often difficult to distinguish between a culpable act and inadvertent behavior resulting from the nervous tension accompanying examinations. Where a clear violation has occurred, however, the student’s work may be disqualified as unacceptable and assigned a failing mark.

Return of Graded Paperwork

Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and, hence, will not be available should a grade appeal be pursued by a student following receipt of his/her course grade.

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 at least two weeks prior to the midterm exam. 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.

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 iPods or other MP3 players 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.

Weekly Assignments

Week	Reading & Online Session	Discussion Session	Lecture Session (A)
1 (8/27-8/31)	Foundations of Leadership <u>Read:</u> Chpt 1	Introduction to Course	
2 (9/3-9/7)	No reading & online	No discussion session	Take the following tests located on the Self-Assessment CD that came with your text. Self score and bring to class. <ul style="list-style-type: none"> ▪ What's My Basic Personality? ▪ What do I Value? ▪ What's My Decision-Making Style?
3 (9/10-9/14)	Leader as Sense Maker <u>Read:</u> Chpts 2 (pp 42-53), 3, 4 & 5 (pp 144-155)	Leader as Sense Maker *Meet in ELC – basement of Bridge Hall	
4 (9/17-9/21)	Leader as Motivator <u>Read:</u> Chpts 2 (pp 53-64), 6, & 7	Leader as Sense Maker <u>Read:</u> Chpt 5 (pp 155-171) <u>Assignment #1 Due:</u> Chpt 5: Case Incident 1: J&J Automotive Sales. <i>Create teams for case analysis</i>	<u>Assignment #1 Due:</u> Chpt 4: Ethical Dilemma: Hiring Based on Genetic Data. Take the following tests located on the Self-Assessment CD that came with your text. Self score and bring to class. <ul style="list-style-type: none"> ▪ What Motivates Me?

Week	Reading & Online Session	Discussion Session	Lecture Session (A)
5 (9/24-9/28)	Leader as Team Developer <u>Read:</u> Chpts 9 & 10	Leader as Team Developer *Meet in ELC	
6 (10/1-10/5)	Leader as Stylist <u>Read:</u> Chpts 12 & 13	Leader as Communicator <u>Read:</u> Chpt 11 <u>Homework Assignment #2:</u> Chpt 11: Case Incident 2: The Business of Blogs.	<u>Assignment #2 Due:</u> Chpt 10: A Virtual Team at T.A. Stearns. Take the following tests located on the Self-Assessment CD that came with your text. Self score and bring to class. <ul style="list-style-type: none"> ▪ What's My Leadership Style?
7 (10/8-10/12)	Leader as Ethical Decision Maker Read: Chpt 5 (pp 171-173); Chpt 13 (pp 441-442); Chpt 14 (pp 491-492); Chpt 17 (p 589)	Leader as Stylist	
8 (10/15-10/19)	No reading & online	Leader as Politician *Meet in ELC	Midterm Exam *HOH EDI at regular lecture time

Week	Reading & Online Session	Discussion Session	Lecture Session (A)
9 (10/22-10/26)	Leader as Politician <u>Read:</u> Chpt 14	Leader as Structural Architect <u>Assignment #4 Due:</u> Chapter 16: Questions for Critical Thinking: No. 3 and Case Incident: I Detest Bureaucracy	<u>Assignment #3 Due:</u> Chpt 15: Schneider National. Take the following tests located on the Self-Assessment CD that came with your text. Self score and bring to class. <ul style="list-style-type: none"> ▪ What's My Preferred Conflict-Handling Style?
10 (10/29-11/2)	Leader as Structural Architect <u>Read:</u> Chpt 16	Leader as Structural Architect * Meet in ELC	
11 (11/5-11/9)	Leader as Maker of Culture <u>Read:</u> Chpt 17	Leader as Negotiator <u>Read:</u> Chpt 15 <u>Assignment #3 Due:</u> Chpt 15: Questions for Critical Thinking: No. 3 and Ethical Dilemma: Is It Unethical to Lie and Deceive During Negotiations?	<u>Assignment #4 Due:</u> Chpt 16: No Bosses at W.L. Gore & Associates. Take the following tests located on the Self-Assessment CD that came with your text. Self score and bring to class. <ul style="list-style-type: none"> ▪ What Type of Organization Structure Do I Prefer?

Week	Reading & Online Session	Discussion Session	Lecture Session (A)
12 (11/12-11/16)	<p>Leader as Developer of Talent</p> <p><u>Read:</u> Chpt 18</p> <p><i>Team case analysis due in Bridge Hall 306 no later than 3:00 pm on Friday 11/9</i></p>	<p>Leader as Change Agent</p> <p>* Meet in ELC</p>	
13 (11/19-11/23)	No reading & online	No discussion session	No lecture session
14 (11/26-11/30)	<p>Leader as Change Agent</p> <p><u>Read:</u> Chpt 19 (pp 642-665)</p>	<p>Leader as Developer of Talent</p> <p><u>Assignment #5 Due:</u> Chpt 18: Questions for Critical Thinking No. 2 & 4 and Ethical Dilemma: Is It Unethical to “Shape” Your Resume?</p>	<p><u>Assignment #5 Due:</u> Chpt 19: GE’s Work-Out.</p> <p>Take the following tests located on the Self-Assessment CD that came with your text. Self score and bring to class.</p> <p>How Well Do I Respond to Turbulent Change?</p>
15 (12/3-12/7)	Leader as Visionary	Leader as Change Agent	

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

**Thursday, December 13, from 7-9pm for lectures normally meeting on Tuesday or Thursday evenings at 6:00pm or after
Tuesday, December 18, from 7-9pm for lectures normally meeting on Tuesday or Thursday evenings at 8:00pm or after
Monday, December 17, from 8-10am for lectures normally meeting on Fridays at 10:00am
Friday, December 14, from 11-1am for lectures normally meeting on Fridays at 12:00am**