

(This schedule is subject to change)

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## **COURSE INSTRUCTOR**

Jennifer Kim

Office: HOH 431

Phone: 213-740-0728

Email: [kim677@usc.edu](mailto:kim677@usc.edu)

Office Hours: Mondays 11:30 AM – 12:30 PM

Wednesdays 11:30 AM – 12:30 PM

and by appointment

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## **COURSE DESCRIPTION**

Leadership requires effective management of people and a clear understanding of human behavior and social processes. Leaders need to have a good understanding both of themselves and of those whom they will lead. Leaders need to know why people behave as they do in relation to their job, work group, and organization. This knowledge of individuals' perceptions, attitudes, and behavior enables leaders to choose appropriate leadership styles and managerial practices to increase organization effectiveness and positive human outcomes.

The course moves progressively through individual, group, and organizational levels of behavior drawing on concepts and practices from the field of Organizational Behavior (OB). It also examines the interrelationship of behavioral phenomena among these levels. Studying OB provides a basic understanding of your own and others' behavior, particularly in teams. It enhances your ability to communicate and work effectively with others, core skills of leadership. Our goal is to help you strengthen your people management skills so you can be a successful leader in any field you choose.

## **COURSE OBJECTIVES**

- Developing the behavioral skills you need to be a successful leader of yourself and others, including working in teams.
- Understanding the main ideas relating to organizational behavior and their impact on creating a high-performing organization.
- Understanding what leadership means 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 analyze organizational problems

and develop appropriate solutions.

## COURSE LEARNING OUTCOMES

After taking this class, students should be able to:

- Describe and apply motivation theories to team and organizational scenarios in order achieve a team's or an organization's goals and objectives.
- Explain the effect of personality, attitudes, perceptions and attributions on their own and other's behaviors in team and organizational settings.
- Explain types of teams and apply team development, team effectiveness, and group decision-making models and techniques.
- Analyze and apply leadership theories and better understand their own leadership style.
- Analyze bases of power and influence tactics and their impact on achieving their own personal career goals and the organization's objectives.
- Identify and apply tactics for resolving conflict and handling interpersonal communication in work groups.
- Describe how organizational cultures are formed and sustained, and the benefits and liabilities of strong organizational cultures and subcultures.
- Describe the determinants and elements of organizational structure and its impact on an organization's performance.
- Explain and apply a variety of organizational change methods to improve employee, team and organization performance.

### Relation to Marshall School Learning Goals

In this course, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

- Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* **Moderate**
- Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* **Low**
- Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* **High**
- Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.* **High**
- Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. **Moderate**
- Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* **Moderate**

## REQUIRED COURSE MATERIALS

### Course Reader:

This course uses a required Course Reader that is a compilation of relevant articles, cases and selected book chapters. You can purchase the Course Reader at the USC Bookstore. Purchasing these required materials at the USC Bookstore is the easiest way to make sure you have all the required materials.

### **Additional 2 Texts:**

- (1) Open source textbook (2017) Organizational Behavior
  - a. Available at <http://open.lib.umn.edu/organizationalbehavior/>
- (2) Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). Random House LLC. Smart choices: a practical guide to making better life decisions.
  - a. In the event you cannot find a copy of the Smart Choices text in the USC Bookstore or online, you can purchase a pdf (e-copy) version from Harvard Publishing at <http://cb.hbsp.harvard.edu/cbmp/access/52235270>.

### **COURSE FORMAT**

The course encompasses multiple formats: lecture, discussion, self-assessment, experiential learning sessions, and team case analyses. The purpose of these multiple formats is to both gain knowledge of organizational behavior and practice the behavioral skills of effective leadership.

### **CLASS RESOURCES**

#### **Blackboard:**

All of the course learning resources will be available through the *course web page* on Blackboard. To access Blackboard from your web browser, enter <https://blackboard.usc.edu>, and use your USC username and password to log in. 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 class meeting.

You can use blackboard to communicate directly with your instructor, your project team members, and other classmates from your section.

**Resources for case analysis:** Videos are available on the USC Marshall Critical Thinking Initiative website to help you better understand how to do case analysis and use the Marshall USC-CT framework. <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

### **COURSE EXPECTATIONS**

To foster the best possible learning environment, I kindly ask students to follow these expectations.

1. ***Attend class and be on time:*** This course relies on extensive discussion and interactive activities. You are expected to attend class, to be on time, and to stay for the entire class session. There will typically be a 15-minute break at some point during the class period. It is not acceptable to walk in and out of the classroom during class time. If you **MUST** miss class, it is your responsibility to notify me at least a day in advance. While I recognize that sometimes absences may be unavoidable, missing classes will have a negative effect on your grade. If you do miss class, it will be your responsibility to get the appropriate notes and assignments from one of your classmates.

2. ***Be prepared:*** Ensure that all assignments and required readings are completed on time. We will heavily leverage this material during class. For example, I will a) give you experience in applying the concepts from the readings, b) clarify important concepts from the readings and present you with additional information beyond what you have already read, and c) give you an opportunity to process key points from the reading through discussion with me and your fellow classmates.
3. ***Be an active contributor:*** Participation is not equivalent to being present in the classroom. I would encourage all students to actively contribute to classroom discussions and teamwork.

## DELIVERABLES

Final grades are determined in the following manner:

	Weighting	Due Date
Current Event Analysis	5%	Based on sign-ups
Case Notes	5%	4 case notes (5/24, 6/5, 6/14, 6/28)
Team Case Analysis Memos	15%	3 case memos (6/12, 7/5, 7/17)
Individual Assignments	15%	2 assignments (6/7, 7/3)
Group Project	20%	1 write up (7/24) + 1 presentation (7/26)
Midterm Exam	10%	6/19
Final Exam	20%	7/31
Course Contribution	10%	Ongoing: Attendance, participation, peer evaluations
<b>TOTAL</b>	<b>100%</b>	

## CURRENT EVENT ANALYSIS

One of the key objectives of this course is to enable you to apply organizational behavior concepts to current issues in the business world in order to critically analyze those issues. For the current event analysis, you will partner with another student and identify a current event relevant to the topic being discussed in class. You and your partner will submit a 1-page (double spaced) bullet point summary of the current event that you will be discussing in class. You will be asked to present the current event to the class while identifying how we can apply the topic discussed to that event. This will include a short Q & A session that will be used to springboard the class discussion.

Further discussion of the current event analysis will be reviewed in class.

## CASE NOTES

This portion of your grade will be based on timely and complete submission of homework. Aligned with the core concept modules, there are four case notes assignments that must be turned in at the beginning of relevant case analysis sessions. This 1-page, single-spaced memo should follow the format posted on Blackboard. Bring a hard copy of the case notes assignment to the lecture session when it is due.

Further discussion of the case notes assignment will be reviewed in class.

## TEAM CASE ANALYSIS MEMOS

**Team Case Analysis Memo 1**

**DUE: June 12, 2017 (Monday)**

**Team Case Analysis Memo 2**

**DUE: July 5, 2017 (Wednesday)**

**Team Case Analysis Memo 3**

**DUE: July 17, 2017 (Monday)**

One of the primary objectives in this course is to apply the concepts you learn to real life experiences, both personal and professional. Another primary objective is to develop the skills to effectively work in teams. There will be one team case analysis assignment designed to accomplish these objectives.

You will form case teams in class on May 31, 2017 (Wednesday). Teams will then be allowed to choose one out of two cases for every two modules and work together to perform a thorough analysis of the case. The goal of this team assignment is to analyze the problems presented in the case, diagnose the cause(s) of the problem, come up with three solutions to the problem, and propose one of your three solutions as your final recommendation *as a group*. Your grade on the case analysis is a “team grade” that will be assigned equally to all members of the team.

The analysis report should be **between 2 pages, double-spaced, using 12-point Times New Roman font and 1-inch margins**. Please email the case analysis report, as a Word document to me before class starts on the day the assignment is due. Name the Word document as follows: *Team Name – Case Name* (e.g., “Team Awesome – Organizational Change”).

### USC Marshall Critical Thinking Initiative:

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course. The centerpiece of Marshall’s critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website: <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

## INDIVIDUAL ASSIGNMENTS

**Individual Assignment 1**

**DUE: June 7, 2017 (Wednesday)**

**Individual Assignment 2**

**DUE: July 3, 2017 (Monday)**

There will be two individual assignments that make up this component of your course grade.

The individual assignments are designed to evaluate your ability to apply the course material to your own life and observe the world through the lens of these concepts. These assignments are not a summary of the course material or a log of activities. Instead, these assignments are short essays that elaborate your well-reasoned reflections, supported by the concepts and ideas from class. Common questions that arise from these reflections include: What happened? Why did it happen? What can be learned from this for future actions?

For the first individual assignment, you will be given an article and will be asked to apply the class material to that article.

For the second individual assignment, you will get to select the article that you would like to write your reflection on.

Each assignment should be **between 2 – 3 pages, double-spaced, using 12-point Times New Roman font and 1-inch margins**. Please email each assignment as a Word document to your instructor before class starts on the day the assignment is due. Name the Word document as follows: *Last Name, First Name – Individual Written Assignment #* (e.g., “Raj, Medha – Individual Written Assignment 1”). Details of each assignment will be posted to blackboard several days prior to when it is due.

## **GROUP PROJECT**

**Project Report**                      **DUE: July 24, 2017 (Monday)**

The group project gives you the opportunity to demonstrate your ability of applying concepts from the course by analyzing real-world organizational problems and developing appropriate solutions that can be recommended for implementation in these organizations. Your grade on the group project is a “team grade” that will be assigned equally to all members of the team.

The project report should be **between 8 – 10 pages, double-spaced, using 12-point Times New Roman font and 1-inch margins**. Please email project write up as a Word document to me before class starts on the day the assignment is due. Name the Word document as follows: *Team Name – Project Write Up* (e.g., “Team Awesome – Project Write Up”).

**Final Presentations**                      **DUE: July 26, 2017 (Wednesday)**

### **Project Report – Grading criteria**

The project write up will be graded according to the following criteria:

#### ***Develop a complete mastery of the facts in the case.***

It is essential to determine the facts that are pertinent and discard those that are irrelevant. Develop a clear understanding 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. Provide an overview of the important facts that are relevant to the case and use these 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 is clear, but other times, it is 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 must be made for uncertainty. Full recognition should be given to difficulties of implementing the chosen course of action. Examine your decision from several angles and defend it clearly in your paper.

## **MIDTERM & FINAL EXAM**

### **Midterm Exam**

**Date: June 19, 2017 (Monday)**

### **Final Exam**

**Date: July 31, 2017 (Monday)**

Exams are meant to test your understanding of the key concepts discussed in class and your ability to critically analyze issues related to organizational behavior. Exams will include multiple choice questions and short essay questions based on a case or scenario. I will post sample questions for the exam on blackboard a week or so prior to the exam. I will not put anything on the exam that we have not discussed in class at some point. The midterm exams will take place on the date specified in the course outline (room TBA) during lecture meeting times. 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 me know about the conflict *at least 3 weeks prior to the final exam*. Make-up exams will NOT be permitted.

## **COURSE CONTRIBUTION**

Course contribution has three broad components:

1. **Attendance**: Class attendance and being punctual to class is ABSOLUTELY essential to ensure your success in this course. This course relies heavily on your participation and discussion. All missed classes will be noted. The policy on missed classes is to allow each student **one (1) absence**, no questions asked, no penalty. All further absences over the limit will reduce the student's participation grade, no questions asked, no excuses of any kind will be accepted. **Students with an excessive number of absences are at risk of failing the course.**  
Only Official University engagements, such as scheduled debating events, sports events, are accepted as exceptions to this policy. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized.
2. **Classroom Discussion**: Class discussions provide the opportunity to practice speaking and persuasive skills. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality contributions involve knowing when to speak and when to listen and allow others to speak. Comments that are repetitive or unrelated to the current topic, or are disrespectful of others are discouraged and will be evaluated negatively.
3. **Peer Evaluations**: For the team case analysis memos and the group project, you will be

peer-evaluated by your team members. These evaluations will be used to determine your contribution to these team-based assignments. Further discussion of these evaluations will be discussed in class.

See Appendix A for example behaviors for course contribution grading.

## **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. Not only is it your responsibility to abide by these standards, it is also your responsibility to notify the instructor if you observe any violations of academic integrity in this course.



## **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).

## **STATEMENT OF TECHNOLOGY USE**

Please note that computer laptop, cellphone or tablet use is NOT allowed during the class sessions. It is 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 (e.g., cell phones, iPads, etc.) capable of sending and or receiving electronic communication and all entertainment devices (e.g., iPods or other MP3 players) should be turned off and kept off throughout the class session. Receiving or sending communication is unacceptable. Lack of compliance with this expectation will result in a lower course contribution grade.

## **RETENTION OF GRADED COURSEWORK**

Final exams and all other graded work that 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). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

## **UNIVERSITY ADD/DROP PROCESS**

In compliance with and Marshall's policies classes are open enrollment (R -clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. You may be dropped from the class if you don't attend the first two sessions. *Please note:* If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity.

## **EMERGENCY PREPAREDNESS**

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.

## **ASKING FOR HELP**

Finally, please come talk with me and/or set up a meeting if you find that you are having trouble with the material or the course or your team in any way. Do not wait until the end of the semester to see me. Your education and learning in this course is important to me, so I will be happy to help in any way I can.

#	Date	Day	Class Activity	Readings		Assignment Due
				Required	Recommended	
1	5/17	W	Course Overview	<b>Watch:</b> 1. The 5-step USC-CT Problem Solving Process and 2. Tackling Case Analysis videos at <a href="http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx">http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx</a>	Organizational Behavior Ch. 1	
Module 1: MOTIVATION						
2	5/22	M	Lecture	<b>Articles:</b> 1. On the folly of rewarding A, while hoping for B 2. Six dangerous myths about pay <b>Chapters:</b> 1. Organizational Behavior Ch. 5 & 6		
3	5/24	W	Case Analysis	<b>Case:</b> Engstrom Auto Mirror Plant		Engstrom Case Notes; MBTI Assessment; <a href="http://www.16personalities.com/free-personality-test">http://www.16personalities.com/free-personality-test</a>
4	5/29	M	HOLIDAY (no class)			
Module 2: PERCEPTION AND DECISION-MAKING						
5	5/31	W	Lecture	<b>Chapters:</b> Smart Choices Ch. 1-4	Organizational Behavior Ch.3&11	Form Case Teams in Class
6	6/5	M	Case Analysis	<b>Case:</b> Dave Armstrong (A)		Dave Armstrong Case Notes
7	6/7	W	ELC	<b>Activity:</b> Sub Arctic; Communication <b>Chapter:</b> 1. Organizational Behavior Ch. 8		Individual Assignment 1
Module 3: TEAMS						
8	6/12	M	Lecture	<b>Chapters:</b> 1. Foundations of group behavior 2. Understanding work teams	Organizational Behavior Ch. 9	Team Case Analysis Memo 1 (Select between Engstrom and Dave Armstrong)
9	6/14	W	Case Analysis Exam Review	<b>Case:</b> Teamwork Turmoil		Teamwork Turmoil Case Notes
10	6/19	M	MIDTERM EXAM			
11	6/21	W	ELC	<b>Activity:</b> IWWIWWIWI; Leadership <b>Chapter:</b> 1. Organizational Behavior Ch. 12		

Module 4: POWER AND INFLUENCE						
12	6/26	M	Lecture	<b>Articles:</b> 1. Harnessing the science of persuasion 2. The Necessity of Power: You can't manage without it <b>Chapters:</b> 1. Organizational Behavior Ch. 13		
13	6/28	W	Case Analysis	<b>Case:</b> Thomas Greene		Thomas Greene Case Notes
14	7/3	M	HOLIDAY (No class)			Individual Assignment 2 (Due via Email)
Module 5: ORGANIZATIONAL DESIGN						
15	7/5	W	Lecture	<b>Articles:</b> 1. Note on Organizational Culture 2. Note on Managing People in Organizations	Organizational Behavior Ch. 14 & 15	Team Case Analysis Memo 2 (Select between Team Turmoil and Thomas Green)
16	7/10	M	Group Project Discussion	<b>Meetings:</b> Individual appointments with each team to discuss final group projects.		
17	7/12	W	ELC	<b>Activity:</b> Meta-4		Peer Evaluation 1
Module 6: ORGANIZATIONAL CHANGE						
18	7/17	M	Lecture	<b>Articles:</b> 1. Leading change: Why Transformation Efforts Fail 2. The irrational side of change management	Organizational Behavior Ch. 14 & 15	Team Case Analysis Memo3 (Select between Going Flat and Jess Westerly)
19	7/19	W	Lecture + Exam Review	<b>Article:</b> 1. Building a change capability at Capital One Financial		Peer Evaluation 2 - Group Project
20	7/24	M	Activity in class	<b>Activity:</b> Omega		Group Project Report
21	7/26	W	FINAL PRESENTATIONS			
22	7/31	M	FINAL EXAM			

**APPENDIX A**  
**EXAMPLE BEHAVIORS FOR**  
**ATTENDANCE AND CLASSROOM DISCUSSION**

**OUTSTANDING PERFORMANCE**

- Repeatedly brings new, relevant, and interesting material to the class
- Supports assertions with evidence
- Distinguishes between opinions and facts
- Demonstrates ability to apply, analyze, and synthesize course material
- Brings up questions that need to be explored further
- Clarifies points that others might not understand
- Offers relevant and succinct input to class
- Demonstrates excellent listening
- Demonstrates willingness to answer unpopular questions
- Is always punctual

**VERY GOOD PERFORMANCE**

- Regularly participates in class discussions
- Shares relevant feedback
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze and apply the course material
- Demonstrates willingness to attempt to answer questions
- Is always punctual

**GOOD/AVERAGE PERFORMANCE**

- Participates in group discussion when solicited
- Offers clear, concise, “good” information relative to class assignments
- Offers input in class or group, but tends to reiterate the intuitive
- Attends class regularly and is always punctual

**LOW PERFORMANCE**

- Confounds opinions and facts
- Fails to support assertions with evidence
- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Does not follow flow of ideas
- Drains energy from class goals
- Is occasionally unpunctual

**UNACCEPTABLE PERFORMANCE**

- Fails to participate, even when solicited (in small or large groups)
- Shows up to class; does nothing
- Distracts the group or classroom discussion
- Is repeatedly unpunctual