USC Marshall
School of Business

BUAD 304: Organizational Behavior and Leadership
Syllabus Spring 2020

Section # 14723 - 4 Units
Meets M/W from 2-3:50 pm JFF LL102

Professor: Cynthia Heller Alt, PhD
Office: ACC400C
Email: calt@marshall.usc.edu
Office Hours: Mondays/Wednesdays 10:30am -1:30pm (open door) and by appt immediately after class

Course Description:

Organizational behavior is the study of the human elements of organizations—what people need and desire at work, how they use their time, talent, and energy for collective ends, and how they can work together effectively for a greater good. **Leadership** is the process by which an individual guides and influences others to engage in these collective endeavors.

This course, on organizational behavior and leadership, will therefore have a dual focus: 1) students will develop an understanding of and an ability to rigorously evaluate research findings from the field of organizational behavior in order to identify best organizational practices for leading teams and organizations, and 2) students will engage in exercises that will allow them to develop and cultivate the interpersonal skills required to lead diverse groups and organizations effectively.

Due to this combined focus on fundamental analysis and concrete application, this course will help you exhibit sound judgment in making complex decisions, manage relationships with others, motivate and influence others without relying on formal authority, build and manage high performing teams, deploy social capital, negotiate effectively, lead organizational change, and generally make sense of today's — and tomorrow's — organizational world. These are the leadership skills that organizations are looking for and that you must possess in order to excel in today's dynamic, competitive, and global marketplace. These are the skills we'll build in BUAD 304.

Course Learning Objectives:

After successfully completing this class, students should be able to:
- Utilize organizational behavior theories, frameworks, principles, and tactics to prevent OB problems from emerging and, when problems are identified, intervene to fix them.
- Evaluate the benefits and challenges of alternatives to achieve high performance at the individual, team and organizational levels.
- Develop greater confidence and dexterity with enacting a variety of leadership behaviors.
- Create a plan to improve your own personal leadership skills and to manage your career.

The course will place a special emphasis on developing your critical thinking skills. Cases will seek to develop your ability to uncover the various potential problems, challenges and opportunities faced by a business, sort and select the most important, develop alternative courses of action for addressing those issues, assess the different courses of action in light of multiple criteria, select the solutions that have the potential to be the most effective and develop an effective implementation plan.

The relationship between the course learning goals and the Marshall School of Business' undergraduate business program learning goals is described in Appendix A.

Course Materials:

You will need the following resources for this course.

(1) Textbook & Connect online:	Organizational Behavior: A Practical, Problem-Solving Approach 2nd edition by Angelo Kinicki and Mel Fugate **that includes Connect online access**. 2018. McGraw Hill. *You can purchase the text at the USC Bookstore (about $138) or the eBook version (ISBN 9781260737226) directly from McGraw Hill ($85). We have negotiated the best pricing for purchase. Of course, you have other options. Make sure you have access to the online Connect resources and the 2nd edition.*
(2) ARES Course Reader:	The course reader is accessible for free on the USC Libraries ARES system online. Go to https://reserves.usc.edu/ares/ and search for BUAD 304 for Spring 2020. Instructions for how to download the articles in Appendix B and posted on Blackboard.
(3) HBR Case Reader:	BUAD 304 Fall 2019 Organizational Behavior & Leadership Coursepack available for purchase ($25.50) at https://hbsp.harvard.edu/import/693780.

Additional Readings, Resources and Assessments
1. 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
2. Personal assessments are listed in the class schedule with how to access them via a website or McGraw-Hill Connect.
3. Any additional readings and/or assessments will be posted on Blackboard.

Course Notes:

BlackBoard
Copies of PowerPoint lectures will be available through your BlackBoard account. All assignments (unless otherwise noted) will be expected to be uploaded to Turnitin.com. You should use the spell-checking and grammar-checking features built into Microsoft Office for any written deliverables including your own PowerPoints. I will ask that you challenge yourself to include charts, video, sound, and external links into your PowerPoints.

Experiential Learning Lab
During our semester we will be holding several sessions in the Experiential Learning Lab (ELC) located in the lower level of JFF. Please note that ELC exercises are non-negotiable. **Missing an ELC exercise will negatively impact your participation grade at the end of the semester (per missed session) unless excused by _me prior to the class_.**

Assignment Protocol
Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a B grade). If your Internet breaks down on the due date, you must deliver a hard copy at **the beginning of class on that day**. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course. **Your written assignments should be free of spelling, punctuation, or grammar errors.** Errors in mechanics reduce the effectiveness of written communication and will lower your grade.

Grading:

Exams		**35%**
Midterm	15	
Final	20	
Team Project		**35%**
Proposal	3	
Paper	25	
Presentation	5	
Self & Peer Evaluation	2	
Individual Assignments		**15%**
Case analysis memo(s)	2.5	
Teaming ELC Reflection	2.5	
Final Reflection Paper	10	
Participation		**15%**
TOTAL		**100%**

Final grades for this course will reflect the weighted sum of your assignment grades and will adhere to the grading policy approved by Marshall. Three items are considered when assigning final grades:

1) Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2) The overall average percentage score within the class.
3) Your ranking among all students in the class.

Course Requirements:

Midterm and Final Exams: The exams will include short case-based essay questions and multiple-choice questions. Refer to the exam study guide that is posted on Blackboard for information on the format of the questions, topics covered, and a sample question. The midterm exam will take place in Week 7. Make-up progress exams will not be permitted.

The final exam will take place on the date and time assigned based on the University final examination schedule. If you have another final exam scheduled for the same time as the final exam for this course, you must let your Professor know about the conflict at least 2 weeks prior to the final exam.

Team Project: You will work together as an intact OB Team throughout the semester to prepare for and complete the Team Project. Your team will demonstrate that you understand the major challenges and key success factors to perform effectively as an individual, on a functioning team, and as a manager in business and society today. The aims of the team project are (1) to enrich your understanding of organizations and management; (2) to provide you with an opportunity to apply what you have learned in the course; (3) to assess your ability to define and analyze an organization or organizations and come to insightful conclusions and (4) to help you develop critical interpersonal and teamwork skills.

Your team will have a choice of conducting either:

(a) Fieldwork study with a local organization such as a student organization, business unit on campus, or other local company. Your team will investigate and analyze some aspect of this organization that connects with themes in the course such as the organization's culture, the structure and functioning of groups within the organization, its reward systems, or its relation to its local or national environment. You will make recommendations or identify best practices based on your study.

(b) Issues analysis of an issue/topic connected to the themes in the course and of importance to multiple

organizations; this issue may be inspired by something in the headlines of the business press or something in your own experience. You will need to examine the nature of this issue and analyze in detail how 2-3 diverse companies have addressed and/or experienced the issue. You will make recommendations and/or identify best practices based on your study.

Your "deliverable" for this project has four components:

1) Project proposal: A one page memo (11-point, Times-Roman font, double spaced, jagged right margin, 1-inch margins on all sides);

2) Project paper: An 8-10 page analytical paper (11-point, Times-Roman font, double spaced, jagged right margin, 1-inch margins on all sides);

3) In-class presentation: A 15 minutes presentation, 5 minutes for Q&A; Total of 20 minutes

4) Self & peer evaluations – completed twice during the semester (online assessment explained in class).

Feedback helps you learn and improve your performance as well as the quality of your output as a team. As part of the team project, you will practice and develop skills in providing and receiving effective feedback through in-class exercises and a more formal peer evaluation survey. The criteria for the peer evaluation will be discussed in class and posted on Blackboard.

The final grade for this project is based upon all four components - **project proposal, project paper, presentation, and self/peer evaluation**. The team project will be evaluated according to quality of analysis, appropriate use of course concepts, logic and substantiation of conclusions, and clarity and appeal of your class presentation. Further instructions and grading rubrics will be posted on Blackboard.

Grades for individual student contributions to team projects are **assigned by your Professor**, based on my observations of the team's working dynamics, my assessment of the team project quality, and thoughtful consideration of the information provided through your peer evaluations. With the peer evaluation you will provide your perspective on the quality and quantity that each peron on the team provided for the project.

Individual Assignments: There are several assignments you will be expected to complete on your own. These include:
- Case Memos – Critical analysis of a Harvard Business Review Cases – you will be expected to complete one for peer review and two for grades.
- Teaming ELC Self Reflection – post ELC exercise on teaming, you will be expected to reflect and provide insights into your experience and aspirations for the semester.
- Final Reflection Paper – Critical analysis and reflective perspective on your experience in BUAD 304 with an action plan for continued success using the key skills and concepts presented over the semester.

Review of Grades
Reviews or discussions of grades will not occur when the assignment is handed back. If an assignment is returned to you and you believe that some error has occurred in the grading, you can, within *one week of the date the assignment is returned*, request—using a memo—that I re-evaluate the assignment. If necessary, I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness. Arguing that "I worked hard and put in a lot of time" or simply saying "I don't understand why I received this grade" are neither full nor careful explanations. Remember that the re-evaluation process can result in three types of grade adjustments: positive, none, and negative.

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions. In-class assignments and activities also contribute to this score. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and interpret the ideas presented by others. In order to help prepare you, I have created assignment

readings with the LearnSmart companion to our book. Completing the readings and quizzes will prepare you to make meaningful classroom discussions. These are NOT required but will add to your ability to fully participate in the class.

Comments that are vague, repetitive, unrelated to the discussion, or disrespectful of others will be evaluated negatively. Quality comments possess one or more of the following attributes:
- Offer a relevant concept or personal experience;
- Provide careful analysis by applying theory and concepts from readings and lectures;
- Move the discussion forward by building on previous contributions with new insights;
- Ask thoughtful and challenging questions.

A richer discussion will occur when a variety of perspectives are presented in class for discussion. In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others.

The readings, class lecture, and my comments in class will suggest a particular point of view. This perspective is my own and **does not have to be yours**! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. **Please express yourself**!! A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree.

Important Note: Please silence all electronic devices before class and stow them in your bag or backpack. Please do not check your electronic messages in class. I also ask that you do not work on your computer during class (even for taking notes); this has proved to be an unfailing distraction to other students in the class. This is an interpersonal class that is interactive with lots of opportunities to participate. Interacting with digital devices will negatively impact your participation grade. I **DO** keep track when I see you are distracted by your "**digital demons"** during class. If you have been approved for accommodations to use a laptop or digital device for taping, please talk to me early in the semester.

One part of your participation grade for class is based on your involvement in research activities. The purpose of this research requirement is to expose you to how the scientific process works and to provide you with an opportunity to contribute to science and research. There are **two components** to the research participation requirement. You must complete both components in order to fulfill your research requirement.

Please see the file Spring2020 BUAD304 MBRL Research Study Requirements.pdf on BlackBoard for details.

Please Note: If you do not complete one of these three research options, you will lose points for the participation part of your grade.

Weekly Class Schedule is available as a separate document on Blackboard

Additional Information

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with class should let me know in writing (by e-mail for example) by January 30, 2020. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by that date, I will assume that you plan to attend all class meetings. My understanding of key holidays this semester (however, I may have missed a few so please do not hesitate to contact me if a particular holiday is not listed here):

Jewish	Tu Bishvat/Tu B'Shevat	Monday, February 10, 2020
	Purim	Tuesday, March 10, 2020
	Passover	Thursday, April 9-16, 2020
	Yom HaShoah	Tuesday, April 21, 2020
Christian	Ash Wednesday	Wednesday, February 26, 2020
	Palm Sunday	Sunday, April 5, 2020
	Good Friday	Friday, April 10, 2020
	Easter	Sunday, April 12, 2020
Hindu	Maha Shivaratri	Friday February 21, 2020
Muslim	Isra and Mi'raj	Sunday March 22, 2020
	Ramadan Starts	Friday, April 24, 2020

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

Academic Integrity & Conduct
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) 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.

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. 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 such as failing the course. 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.

You are expected to familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Student Mental Health and Well-being
University of Southern California (USC) is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Mental Health Services at (213) 740-9355 and https://studenthealth.usc.edu/counseling/. Your mental health is as important as your physical health. You would go to a doctor if you had a headache, you should view your mental health with the same approach.

Student Health Counseling Services - (213) 740-9355 (WELL) – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
https://uscsa.usc.edu/trojans-care-4-trojans
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
https://uscsa.usc.edu/about/
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Add/Drop Process
Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the Schedule of Classes (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Students with Disabilities
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (http://emergency.usc.edu/)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Incomplete Grades
A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an "**Assignment of an Incomplete (IN) and Requirements for Completion**" form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

Grade Disputes
All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at https://policy.usc.edu/scampus-part-c/.

Retention of Graded Coursework
Final exams and all other graded work, which affects 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.

Statement on Technology Use
Please note that computer laptop or tablet use is not allowed during class unless otherwise advised by your Professor. It is far more important to participate than to take detailed notes. A few hand-written notes will suffice. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. All electronic devices are to be turned off and kept off throughout the class session. 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.

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In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (http://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

USCMarshall
School of Business

Undergraduate Program Learning Goals and Objectives
BUAD 304 Coverage of Learning Goals

Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.* • Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies • Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking • Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world • Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems • Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas	**High**
Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.* • Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. • Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)	**High**
Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* • Students will identify and assess diverse personal and organizational communication goals and audience information needs • Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts • Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts	**Medium**
Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.* • Students will recognize ethical challenges in business situations and assess appropriate courses of action Students will understand professional codes of conduct	**High**
Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and	**Medium**

cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* • Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.	
Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* • Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics • Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management • Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets) • Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices	**<u>Low</u>**

last update 7/21/19

Appendix B.
How to Access ARES Course Reader

Automated Reserves System (ARES) manages course reserves including electronic reserves and physical reserve requests. Maintained and operated by the **Integrated Document Delivery (IDD)** department, the ARES database differs from Blackboard as it is supported by USC Libraries staff to manage physical and electronic reserve requests obtainable and available from library resources.

You can access ARES at: **https://reserves.usc.edu**

Students can find a quick introduction and guide on how to add courses to their ARES profile at:

http://libguides.usc.edu/distancelearning/coursereserves

You will be able to search courses by Instructor Name, Department, and Course Number. On-line students can find their courses by searching by Department since most courses are under a Lead Instructor. Please note, although your course may not be listed under your individual instructor name, the core reserve material posted is the same across all sections of a course number.

How to Access Harvard Business Review Articles on ARES

When you click on the link in ARES for Harvard Business Review articles, it will take you to this page. You want to select EBSCOhost Business Source Complete. There are only a few steps but if you find yourself getting frustrated, remember this is saving you about $120! Plus this is an important research skill.
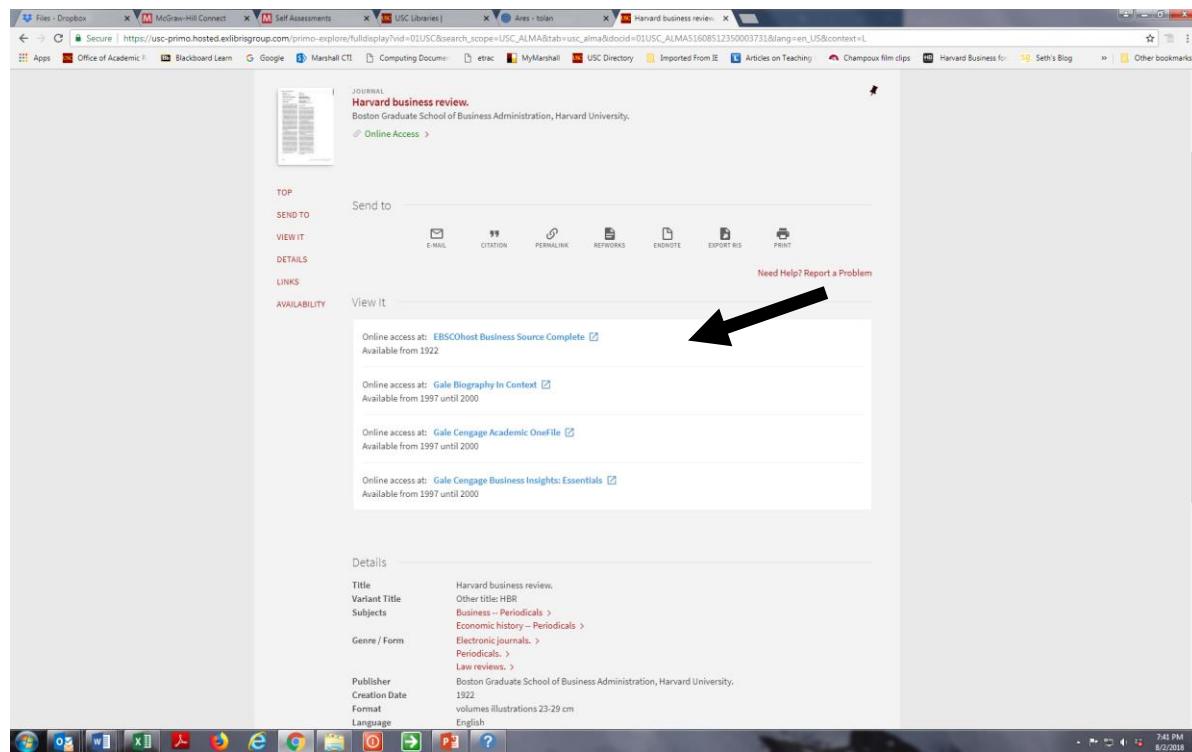
The following page will appear. You will need to select the Year, Volume and Date for the article. This is included in the syllabus and on the Master Reading Reference List posted in Blackboard.

This will take you to the online issue where you will find the article. You may need to scroll down to find the article you are looking for as shown below.

LANDING PAGE:

SCROLL DOWN TO FIND ARTICLE (if necessary):

You will then be able to Select FULL TEXT PDF and download the article for your own personal use. Please respect and observe all copyright regulations.

If you need additional help, you can email the Reserves Librarian using the Contact Reserves link on the ARES course page.