

BUAD 304: Organizational Behavior and Leadership
Syllabus Spring 2020

Section # 14728R - 4 Units
Meets T/TH from 12-1:50 pm

Professor Eric Anicich
Office: HOH 411
Phone: 213-821-9893
Email: anicich@marshall.usc.edu
Office Hours: Thursdays 3-5 pm and by appt

Teaching Assistant: Alyssa Han
Email: juriehan@usc.edu

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.

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| <u>(1) Textbook & Connect online:</u> | Organizational Behavior: A Practical, Problem-Solving Approach 2 nd edition by Angelo Kinicki and Mel Fugate <u>plus Connect online</u> . 2018. McGraw Hill.
<i>You can purchase the text at the USC Bookstore (about \$138) or the eBook version (ISBN 9781259915352) 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.</i> |
| <u>(2) ARES Course Reader:</u> | 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. |
| <u>(3) Case Reader:</u> | BUAD 304 Spring 2020 Organizational Behavior & Leadership Coursepack available for purchase (\$25.50) at https://hbsp.harvard.edu/import/691880 |

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

Lecture slides, this syllabus, and additional course information will be available through your Blackboard account. Blackboard is the primary channel of communication for this course so take note of announcements and other email messages you receive. Assignment and exam scores are posted here as well. You can also communicate directly with your Professor, your project team members, and other classmates from your section. To access Blackboard from your web browser, enter <https://blackboard.usc.edu>, and use your USC username and password to log in.

Grading

Exams 35%

Midterm 15

Final 20

Team Project 35%

Proposal 3

Paper 25

Presentation 5

Self & Peer Evaluation 2

Individual Assignments 15%

Homework 3

Teaming ELC Reflection 2

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: Participation

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. 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.

Marshall Behavioral Research Lab Management and Organization (MOR) – BUAD 304 Research Participation and Requirements – Spring 2020

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.

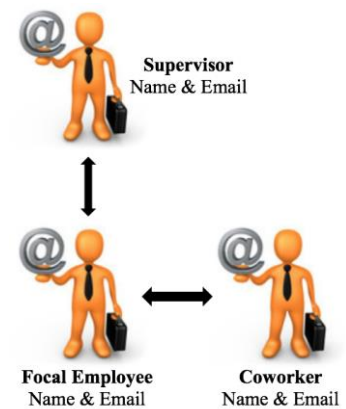
A. Participate in Lab Studies. To do this, you will attend one or more sessions outside of class, participating in studies conducted by researchers in MOR at the Marshall School of Business. You will earn 0.5 or 1.0 credit for each separate study you complete. The amount of credit earned depends upon the length and complexity of the research study; most studies take no longer than one hour to complete. You will need to obtain **2 credits** during the semester in order to fulfill this component of the research requirement. Students must be age 18 or older by **Sunday, March 15, 2020** to participate in the research studies. If you will not be 18 by this date, please consult with your professor about an alternative assignment (details below).

- **Registering to Participate in Research Studies:** Register for a SONA account at <http://marshall-mor.sona-systems.com/>.
 - **Account Reactivation for Previous BUAD 304/497 Students:** If you previously took BUAD 304/497 and you already have a SONA research study account, you will need to email the SONA administrator (mor.sona@marshall.usc.edu) in order to request account reactivation. Past credits earned CANNOT be used for current courses. If you see past credits appearing in your profile, you should notify the SONA administrator immediately.
 - **DEADLINE to Register: Friday, January 31, 2020.** Those who do not register for an account (or reactivate a pre-existing account) by this date will be required to complete an alternative assignment (details below).
- **Participating in Research Studies:** After you verify your SONA account, you will need to check the SONA site regularly to find open studies and sign up to participate in them. Sometimes email announcements regarding new studies are sent out, but please do not rely on announcements alone. Studies are scheduled throughout the semester at various days and times. Please make sure to arrive on time for the research studies; otherwise, you may not receive credit. Please remember to cancel within 6 hours if you cannot attend a study. While there are usually enough studies to accommodate all students, you may wish to complete your credits early for your own peace of mind and to ensure you are able to obtain all the credits you need. You are not guaranteed enough study spots.

OTHER DEADLINES:

- **Friday, March 13, 2020:** last day to earn first any credit
- **Friday, May 1, 2020 (last day of classes):** last day to complete all credits
- **Note for Students Currently Enrolled in Marketing (MKT) BUAD 307:** Please make sure you can visit the Marketing research study website that your Marketing professor has given you (see your Marketing course syllabus). Each course has its own unique SONA Systems web address. Credits will NOT transfer from one course to another for credit fulfillment. No exceptions.
- **Where to Direct Questions:** Please review the FAQs about Lab Studies for assistance. Additional questions regarding the completion of lab studies should be directed to the SONA administrator (mor.sona@marshall.usc.edu).

B. Contribute to Field Studies. To do this, you will need to identify a full-time employee who would be willing to fill out an online survey about his/her work experiences. This might be a parent or guardian, a family friend, or anyone else who is currently a full-time employee. This (focal) employee must have a coworker and a supervisor who would be willing to fill out an online survey as well. Please note that the coworker and supervisor should know the focal employee. You will need to submit the information of all **three employees**.



- **Information Required:** The employee who agrees to participate should provide you with the following information:
 - His/her own name and e-mail address (**focal employee**).
 - The name and e-mail address of a **coworker** of theirs who is willing to participate in a survey.
 - The name and email address of a **supervisor** of theirs who is willing to participate in a survey.
- **Submitting the Three Names and E-mail Addresses:** You will receive an e-mail with a link to submit the names and e-mail addresses of the three people you have recruited to participate. We will then e-mail survey links directly to the three employees within the following few weeks.
- **Deadlines**
 - You will receive an e-mail with a link. **Friday, February 14, 2020** is the deadline for using that link to submit the names and e-mail addresses of the three people you recruited. Once you submit valid and accurate names and e-mail addresses, your participation in this portion of the research requirement is complete. There is no need to follow-up with your contacts to see if they received a survey.
- **Where to Direct Questions:** Please review the FAQs about Field Studies for assistance (on the following page). Additional questions regarding the field data studies should be directed to the USC Marshall MOR Research Team (mor.research@usc.edu).

Alternative assignment: If for any reason you do not wish to participate in the research requirements listed above, you can complete the research requirement of your participation grade by engaging in literature-based research on topics relevant to the course. To do so, you will need to write **three** short (3-page) research papers on topics pre-approved by your Professor. See your Professor for details.

- **Deadline to Submit Papers:** **Friday, May 1, 2020** (last day of classes)

Research Participation and Requirements – Frequently Asked Questions – Spring 2020

FAQS about Lab Studies

Q: I have questions, comments, or concerns regarding lab studies. Who can I talk to?

A: Please email all questions and concerns related to research participation, requirements, and technical issues to the SONA administrator (mor.sona@marshall.usc.edu). We will reply to your email within 2 business days.

Q: How do I set up a SONA account?

A: You can create an account on the MOR SONA website (<http://marshall-mor.sona-systems.com/>) in order to participate in research studies. Click on the blue “Request Account” button on the homepage. Note: You must create an account only using your USC email address; any other personal emails such as gmail, yahoo, etc. will not be accepted/activated. Do NOT enter your student ID# as the user ID.

Q: What if I already had a SONA account from a past course?

A: All accounts are automatically deactivated at the end of each semester. If you previously had an account for your BUAD 304 or BUAD 497 course, you will have to email the SONA administrator (mor.sona@marshall.usc.edu) to request reactivation of your account using your USC email address. Please note the deadlines for reactivation.

Q: All the timeslots are full. What can I do?

A: Timeslots tend to fill up quickly, especially early in the semester, because there are over 1000 other students looking for credits. Our advice is to check the study postings once a week. New credits will be posted weekly, starting in late January, so if you don’t get a spot one week, just check the next.

Q: I switched sections. How do I update it so my credits are routed to the right Professor?

A: You can update this by logging into your account (<https://marshall-mor.sona-systems.com>), then clicking on “My Profile” at the top right corner of the web page. Here you can check and/or change the section as necessary.

Q: Where are the studies located?

A: Studies will be held in Verna and Peter Dauterive Hall (VPD). All rooms are on the Lower Level (LL). Depending on your study, the study may be in one of three rooms: LL102, LL110, or LL112. After you enter the building, take the wooden stairs or elevator down and follow the signs. VPD is located across from the Law School and Popovich Hall. Google Maps link: <https://goo.gl/maps/tsF1JmV9MP62>.

Q: Can I meet the full requirement in a single week?

A: It’s possible, but it’s very unlikely. The available studies will be spread across the semester, so it is quite unlikely that there will be enough new credits in a single week for you to cover the requirement fully.

Q: Why are some studies worth 1.5 and others worth 0.5?

A: The amount of credit per study is based on the amount of time required for participation. Studies that are expected to take 15-30 minutes are assigned 0.5 credits. Studies that take 35 min to an hour receive 1 credit, and so forth.

FAQs about Field Studies

Q: What exactly will these employees be asked to do?

A: In early March, the employees will receive an email with a link to a survey. All they will be asked to do is to click on the link and respond to the survey questions.

Q: What email address will the survey link be sent from?

A: The survey will be sent from the USC Marshall MOR Research Team at mor.research@usc.edu.

Q: How long will the survey take?

A: For focal employees, about 20-25 minutes. For coworkers and supervisors, less than 20 minutes.

Q: What type of questions will they be asked?

A: The questions are focused on the employees' work experiences. For example, there may be questions about the workplace culture, common workplace behaviors and tasks, thoughts and feelings about the workplace, workplace social interactions, and attitudes toward coworkers. We will NOT ask the participants to identify themselves or their companies.

Q: Is participation anonymous?

A: Yes, participation is anonymous! We will NOT store the participants' names or email addresses with their survey responses. We will NOT ask them to identify themselves, nor will we ask them to identify their company or employer. The survey is completely confidential, and all data will be stored anonymously.

Q: Will participants' responses be shared with their coworker, supervisor, or company?

A: No! In addition to all participants' responses being anonymous, we will NOT share the survey responses with anyone within the participants' company.

Q: What will happen to the data?

A: The faculty and doctoral students in the MOR Department will use the data to generate new knowledge about organizational behavior. Research in our department addresses important business questions related to effective decision making, leadership, team performance, organizational change, and social issues in the workplace. Participation in this data collection process can help to advance knowledge in these areas and also helps to support the Marshall mission of continuing to be at the leading edge of research insights.

Q: What if the employees never receive an email?

A: Please ask the employees to check their spam folder for an email from the USC Marshall MOR Research Team (mor.research@usc.edu). If they still have not received the email, there is nothing they need to do. Please rest assured that you will receive credit for your field study research requirement as long as you successfully submitted the employee contact information. Please note that employees should never forward their emails to one another since each employee receives a unique survey link! In the event that email bounce backs occur due to inaccurate email addresses, we will contact you for updated contact information.

Q: Do I need to check whether the employees completed the survey?

A: No, you do not need to check whether they completed the survey. Please rest assured that you will receive credit for your field study research requirement as long as you successfully submitted the employee contact information.

Q: Will I receive a confirmation that my field study research requirement has been completed?

A: Yes! After you submit the employee contact information on the submission survey, you will receive an email confirmation that you have fulfilled your research requirement for the field study once we have verified the employee emails. You will receive the confirmation email no later than Friday, March 6th.

Q: What if I or the employees have additional questions?

A: Please contact the USC Marshall MOR Research Team at mor.research@usc.edu.

Q: What if I cannot find three employees willing to participate in the survey?

A: If you are unable to find three employees willing to participate in the survey, you will need to complete 1 additional credit of lab studies instead. Please contact the USC Marshall MOR Research Team (mor.research@usc.edu) to let us know this is how you will complete your field data research requirement. Please make sure to complete this additional credit by May 1st, the deadline to complete all lab study credits. The MOR Research Team will coordinate with the SONA administrator to confirm that you have fulfilled the additional lab study credit.

Course Requirements: Individual Written Assignments

Homework – Case Analysis and OB in the Real World Memos: This portion of your grade will be based on timely and complete submission of homework that helps you review and apply course concepts while practicing critical thinking skills. The Case Analysis Memo is for the Thomas Green case. For the OB in the Real World Memo, you will find an example of an OB related topic or concept in action (i.e., from the news, TV, movies, advertisements, business magazines, etc.). You will learn more about these assignments in class and instructions will be posted on Blackboard.

Teaming Exercise Reflection Paper: Following the Teaming ELC exercise you will write up a short self-reflection on what you learned from the experience and the insights you gained about your role and behavior in team activities. This will be discussed further in class. Instructions and a grading rubric will be posted on Blackboard.

Final Reflection Paper: You will write a short personal reflection paper that describes how your team experience was influenced by different group properties and processes as well as reflect on your own behavior and learning. You will be assessed based on thoughtful, convincing, insightful, and exploratory writing and reflection, a strong connection between the experience and the learning or insights gained, and the use of specific detail and narrative accounts that convey an understanding of the experience supported by course material and personal assessment results. This will be discussed further in class. Instructions and a grading rubric will be posted on Blackboard.

Course Requirements: Team Project

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, or its reward systems. 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 should draw on publicly available resources such as annual reports, newspaper articles, the Internet, and electronic databases. You will make recommendations and/or identify best practices based on your study.

You have four “deliverables” for this project:

1. Project outline: A one page memo (12-point, Times-Roman font, double spaced, 1-inch margins on all sides)
2. Project paper: An 8-10 page analytical paper (12-point, Times-Roman font, double spaced, 1-inch margins on all sides)
3. In-class presentation: A 15 minute presentation, 5 minutes for Q&A
4. Self & peer evaluation feedback: An online assessment to be 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 outline, project paper, presentation, and self/peer evaluation. The first three components 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. I will determine your self and peer evaluation grade based on the thoughtful consideration of the information provided through your self and peer evaluations, in addition to my observations of the team's working dynamics.

Further instructions and grading rubrics will be posted on Blackboard.

Course Requirements: Midterm and Final Exams

Progress Exam and Final Exam: 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.

*Weekly Class Schedule begins on next page
It is also available as a separate document on Blackboard*

Theme	Week	Day	Date	Topics	Reading/Pework	Deliverables & Due Dates
Individual	1	Tues	1/14/2020	Welcome and Introduction to the course	TEXTBOOK READING: Chapter 1 ARES READING: Vermeulen, F. (2013). Beware the Sirens of Management Pseudo Science. Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts OTHER: Watch the USC-CT and Case Analysis videos at http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx Bring laptop to class	Please complete readings, assessments and any other prework BEFORE coming to class in order for us to have more active discussions. This will also be helpful preparation for any in-class exercises.
		Thurs	1/16/2020	Values, Attitudes & Ethics	TEXTBOOK: Chapter 2 ARES READING: Park, N. & Peterson, C. (2009) Character Strengths: Research and Practice ASSESSMENT: Complete the VIA Character Strengths assessment in class (bring laptops) O*NET Interest Profiler - https://www.onetcenter.org/IP.html . Bring results to the ELC on Thursday 1/23	Team project will be explained today so you can start thinking about a company for field work and get started on your proposals.
	2	Tues	1/21/2020	NO CLASS - HOLIDAY	Martin Luther King's Birthday - No Mon. or Tues. sessions	
		Thurs	1/23/2020	Motivation Exercise Meet in the ELC	ARES READING: Kerr, S. (1995). On the folly of rewarding A, while hoping for B Staw, B. (1995). The self-perception of motivation Pfeffer, J. (1998). Six dangerous myths about pay.	O*NET Interest Profiler - https://www.onetcenter.org/IP.html . Bring results to the ELC today
	3	Tues	1/28/2020	Motivation	TEXTBOOK READING: Chapter 5 & Chapter 6 CASE COURSEPACK: Engstrom Auto Mirror Plant ASSESSMENTS: Self Assessment 5.1 – Assessing Your Acquired Needs on Connect Bring laptop to class	

		Thurs	1/30/2020	Perception & Decision Making	TEXTBOOK READING: Chapter 11 CASE COURSEPACK: Polzer, J. (2018). Trust the Algorithm or Your Gut case, ASSESSMENT: Self-Assessment 11.2 What is my decision making style? on Connect	Teams may be assigned this week. Please do not miss class session.
	4	Tues	2/4/2020	Power, Politics & Influence	TEXTBOOK READING: Chapter 12 ARES READING: Conger, J. (1998). The necessary art of persuasion. Cialdini, R. (2001). Harnessing the science of persuasion. CASE COURSEPACK: Thomas Green: Power, Office Politics and a Career in Crisis ASSESSMENTS: Self-Assessment 12.1 What kind of power do I prefer? on Connect Self-Assessment 12.2 What influence tactics do I use? on Connect	Case Analysis HW: Thomas Green due Sunday 2/2 by 11:59 pm
		Thurs	2/6/2020	In-class Exercise: Sub-Artic Survival		
	5	Tues	2/11/2020	In-class Exercise: 12 Angry Men		
		Thurs	2/13/2020	Communication & Conflict	TEXTBOOK READING: Chapters 9-10 ARES READING: Rutledge, J. (1996). The portrait on my office wall. ASSESSMENTS: Self-Assessment 10.5 Preferred Conflict Handling Style on Connect	
	6	Tues	2/18/2020	NO CLASS - HOLIDAY	President's Day - No Mon or Tues sessions	
		Thurs	2/20/2020	Negotiation	Negotiation exercise (distributed in class)	

Groups & Teams	7	Tues	2/25/2020	MIDTERM	Exams take place on Monday and Tuesday	
		Thurs	2/27/2020	Teaming Exercise Meet in the ELC	OPTIONAL TEXTBOOK READING: Chapter 8	Reflection Paper due on Teaming Exercise on Sunday 3/1 by 11:59 pm via Blackboard
	8	Tues	3/3/2020	Building Effective Teams	TEXTBOOK READING: Chapter 8 ARES READING: Coutu, D. (2009). Why teams don't work. Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. WATCH VIDEO: Teamwork on the Fly (2:31) by Professor Amy Edmonson on HBR Video (https://hbr.org/video/2226849431001/teamwork-on-the-fly) ASSESSMENT: Self-Assessment 8.1 Group and Team Role Preference Scale on Connect	Project outline due Tuesday 3/3 by 11:59 pm via Blackboard
		Thurs	3/5/2020	Team Performance	WATCH VIDEO: YouTube Video: Five Dysfunctions of a Team (36:18) https://www.youtube.com/watch?v=O5EQW026a1Y CASE COURSEPACK: Army Crew Team	
	9	Tues	3/10/2020	Virtual Teams	ARES READING: Ferrazzi, K. (2013). Getting virtual teams right.	
		Thurs	3/12/2020	Cross-cultural Teams	ARES READING: Early, P.C. & Mosakowski, E. (2004). Cultural Intelligence. Meyer, E. 2014, Navigating the Cultural Minefield. ASSESSMENT: Diagnosing Your Cultural Intelligence in the Early & Mosakowski article	

Organizations	10	Tues	3/17/2020	NO CLASS	Spring Recess	
		Thurs	3/19/2020	NO CLASS	Spring Recess	
	11	Tues	3/24/2020	Diversity & Inclusion	TEXTBOOK READING: Chapter 4 PODCAST: Knowledge@Wharton podcast: How Diversity Powers Team Performance by Scott Page (http://knowledge.wharton.upenn.edu/article/great-teams-diversity/) CASE COURSEPACK: Managing Diversity and Inclusion at Yelp	
		Thurs	3/26/2020	Networking	ARES READING: Baker, W. (2000). What is Social Capital and Why Should I Care About It? ASSESSMENT: Network Assessment at www.gleam.org (optional) CASE COURSEPACK: Thomas Green (review)	Project Outline Self & Peer Evaluation (<i>Ungraded</i>)
	12	Tues	3/31/2020	Creativity	TEXTBOOK READING: Chapter 11, pp. 450-453 ARES READING: Chamorro-Premuzic, T. (2015). Why Brainstorming Works Better Online.	OB in the Real World memo due by 11:59pm on Tuesday 3/31 via Blackboard
		Thurs	4/2/2020	Organizational DNA: Structure & Culture	TEXTBOOK READING: Chapter 14 (skip 4.5) & Chapter 15 ARES READING: Mercer Delta Consulting. The Congruence Model: A Roadmap for Understanding Organizational Performance. Ofori, G. (2009) Ethical leadership: Examining the relationships with full range leadership model, employee outcomes, and organizational culture. ASSESSMENT Self-Assessment 14.2: What Type of Organizational Culture Do I Prefer? CASE COURSEPACK: Wildfire Entertainment: Organizational Structure Archetypes	In-class exercise: Map a Target Organization's Structure & Culture

	13	Tues	4/7/2020	Organizational Change	TEXTBOOK READING: Chapter 16 ARES READING: Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations. ASSESSMENT Self-Assessment 16.2: What Is Your Readiness for Change? Self-Assessment 16.3: Assessing Your Resistance to Change	
		Thurs	4/9/2020	In-class Activity: Omega Exercise	VIDEO ASSIGNMENT: Complete the video interviews of the Omega executives PRIOR to class using the following link: elcserver.marshall.usc.edu/omega/ . Please be aware that this link is only active through USC computers or using VPN to access the USC network. Instructions for accessing VPN are on Blackboard.	Prior to class, your team will need to assign each team member to interview several of the 9 Omega Systems executives. It is a good plan to have at least 2 people interview the same person so details will not be missed. Make assignments to make sure that everyone gets interviewed. Bring your interview notes to class to assist in the exercise.
Integration & Wrap-Up	14	Tues	4/14/2020	Personal Leadership Plan	TEXTBOOK READING: Chapter 13	
		Thurs	4/16/2020	Organization Exercise Meet in the ELC	Class meets in the ELC	Project paper due Thursday 4/16 by 11:59 pm via Blackboard (only ONE submission per team)
	15	Tues	4/21/2020	Presentations	Project team presentations	
		Thurs	4/23/2020	Presentations	Project team presentations	
	16	Tues	4/28/2020	Presentations	Project team presentations	Project Self & Peer Evaluations due by 11:59 pm on Tuesday 4/28 via Qualtrics
		Thurs	4/30/2020	Final Review	Bring questions for review Course evaluations will be completed in class	Personal Reflection Paper due Friday 5/1 by 11:59 pm via Blackboard

Final Exam	17-18		5/6/20 - 5/13/20	FINAL EXAM	See University Final Examinations Schedule https://classes.usc.edu/term-20191/finals/	Bring two #2 pencils. Professor will provide the scantrons.
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Additional Information

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 Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations.

dsp.usc.edu

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

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. 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. Please be sure the letter is delivered to your Professor as early in the semester as possible.

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.

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.

Appendix A.



Undergraduate Program Learning Goals and Objectives

BUAD 304 Coverage of Learning Goals

<p>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.</p> <ul style="list-style-type: none"> 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 	<u>High</u>
<p>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.</p> <ul style="list-style-type: none"> 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. <p>Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p>	<u>High</u>
<p>Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <ul style="list-style-type: none"> 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 	<u>Medium</u>
<p>Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <ul style="list-style-type: none"> Students will recognize ethical challenges in business situations and assess appropriate courses of action <p>Students will understand professional codes of conduct</p>	<u>High</u>
<p>Learning goal 5: 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.</p> <ul style="list-style-type: none"> Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world <p>Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p>	<u>Medium</u>

<p>Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises.</i></p> <ul style="list-style-type: none"> • 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 	<p><u>Low</u></p>
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last update 12/21/17

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>

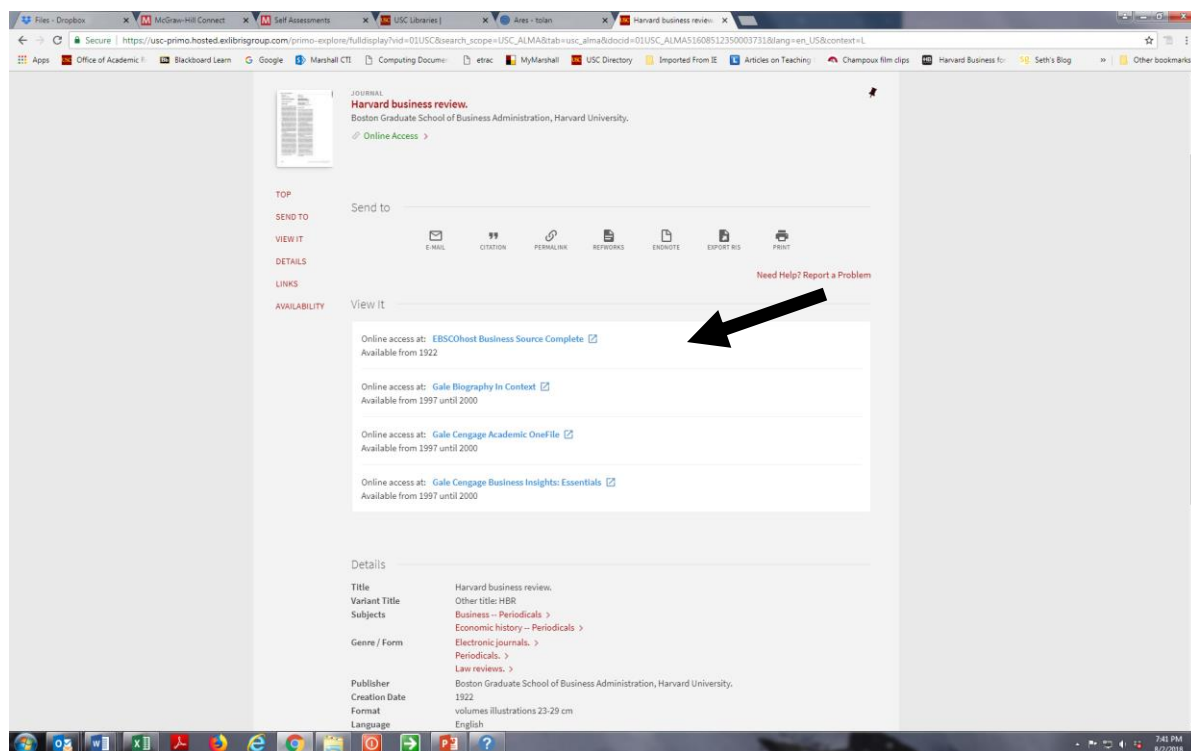
Students can find a quick introduction and guide on how to add courses to their ARES profile at:

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

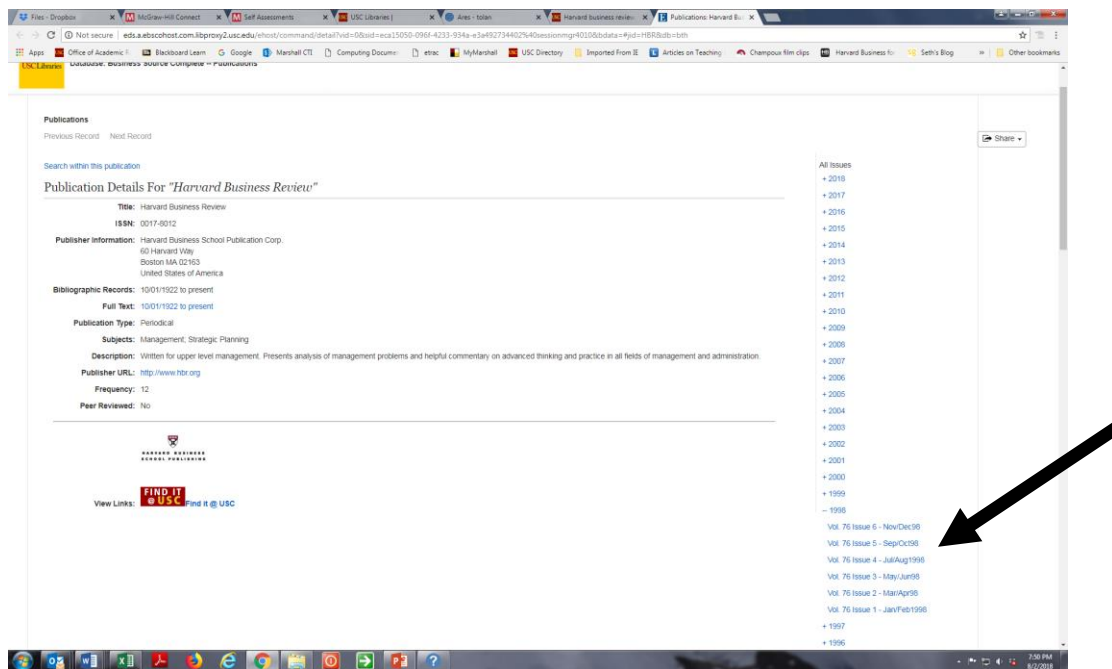
You will be able to search courses by Instructor Name, Department, and Course Number. On-line students can find their courses by searching by Department since most courses are under a Lead Instructor. Please note, although your course may not be listed under your individual instructor name, the core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

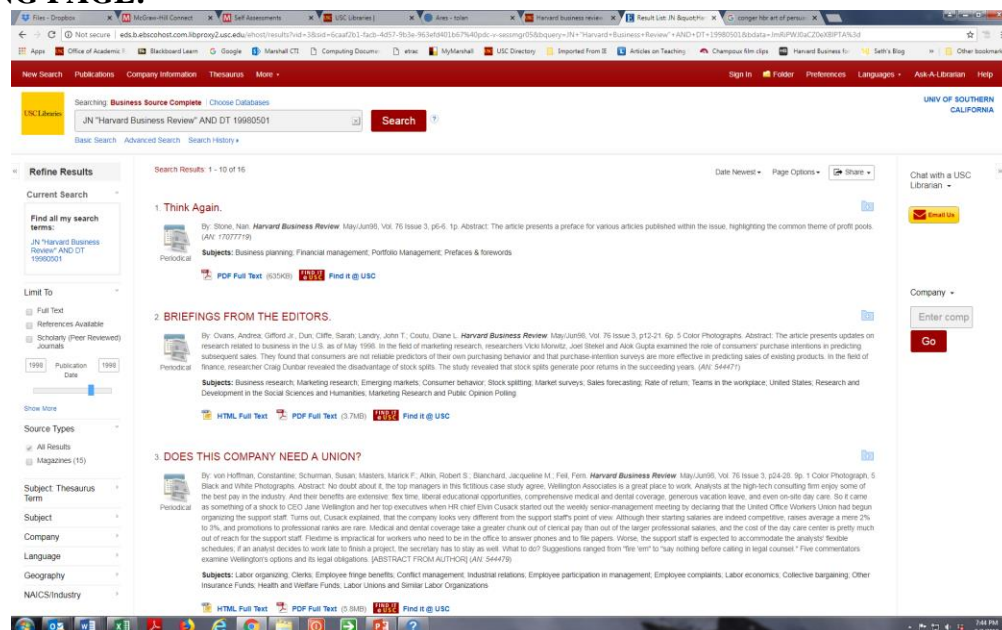


The following page will appear. You will need to select the Year, Volume and Date for the article. This is included in the syllabus and on the Master Reading Reference List posted in Blackboard.

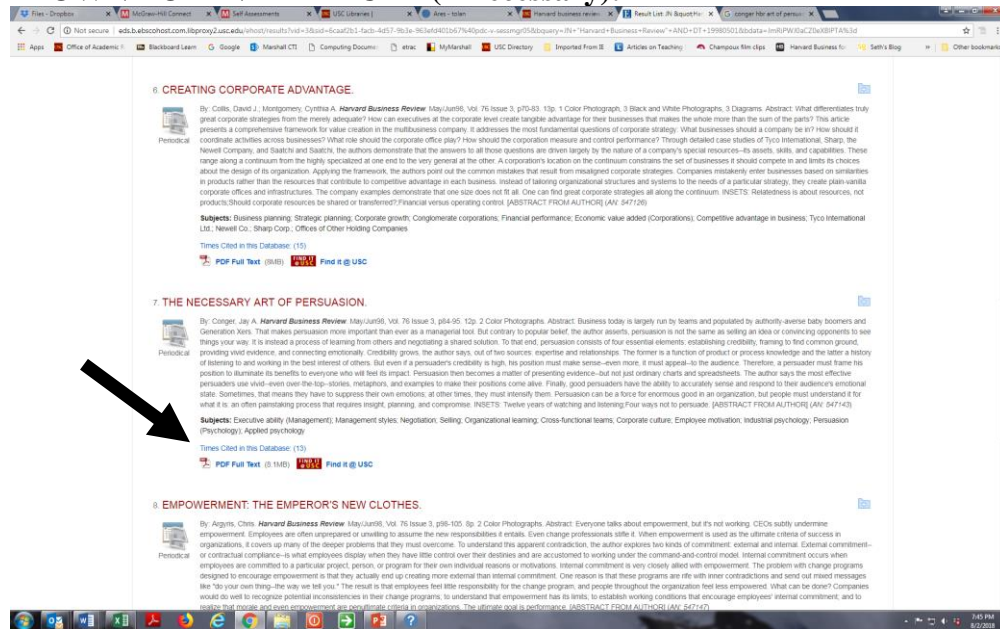


This will take you to the online issue where you will find the article. You may need to scroll down to find the article you are looking for as shown below.

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.