

**BUAD 304: Organizational Behavior
and Leadership**
Syllabus Spring 2020

Section # 14730 - 4 Units

Meets T/Th 4-5:50 pm

JFF LL101

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Office Hours: Thursdays 2:30-3:30 pm/By Appointment

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 plus Connect online. 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.

<https://connect.mheducation.com/class/d-glynn-spring-2020---4pm>

(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 – All Sections. Instructions for how to download the articles in Appendix B and posted on Blackboard.

(3) Case Reader: BUAD 304 Fall 2018 Organizational Behavior & Leadership Coursepack available for purchase (\$29.75) at

<https://hbsp.harvard.edu/import/695124>

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 are 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%
<i>Midterm</i>	15
<i>Final</i>	20
Team Project	35%
<i>Proposal and Outline</i>	3
<i>Paper</i>	25
<i>Presentation</i>	5
<i>Self & Peer Evaluation</i>	2
Individual Assignments	15%
<i>Memos</i>	3
<i>Teaming Reflection</i>	2
<i>Final Reflection Paper</i>	10
Participation	15%
<u>TOTAL</u>	<u>100%</u>

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.

Research Studies Participation:

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.

- 1. 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 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.

- **Deadlines**
 - **Friday, March 13, 2020:** last day to earn first full credit
 - **Friday, May 1, 2020 (last day of classes):** last day to earn second credit
 - **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 SONA FAQs for assistance (pg. 3). Additional questions regarding the completion of lab studies should be directed to the SONA administrator (mor.sona@marshall.usc.edu).
2. **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.
 - **Deadlines**
 - In mid-September, 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 the names and e-mail addresses, your participation in this portion of the research requirement is complete.

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)**

Course Requirements: Individual Written Assignments

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.

Teaming 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 Assignments

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) Archival Research or Fieldwork study with a company or organization. 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 five components:

- 1) Project proposal: A one page memo (12-point, Times-Roman font, double spaced, 1-inch margins on all sides);
- 2) Project outline;
- 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 minutes presentation, 5 minutes for Q&A;
- 4) Self & peer evaluation feedback (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.

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*

#	Date	Session Topic and Agenda
Individual		
1	T 1.14	<p>Course Introduction and Overview</p> <p>Readings:</p> <ul style="list-style-type: none"> • Text - Chapter 1 • ARES: <ul style="list-style-type: none"> ○ Vermeulen, F. (2013). Beware the Sirens of Management Pseudo Science. ○ Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts <p>Other:</p> <ul style="list-style-type: none"> • Watch the USC-CT and Case Analysis videos at http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx • Sign up for Connect online. Access code comes with your textbook.
2	Th 1.16	<p>Values, Attitudes & Ethics</p> <p>Readings:</p> <ul style="list-style-type: none"> • Text: Chapter 2 & Questions • ARES: Park, N. & Peterson, C. (2009) Character Strengths: Research and Practice <p>** Bring laptop to class so that you can complete the VIA survey during class www.viacharacter.org</p>
3	T 1.21	<p>NO CLASS – HOLIDAY</p> <p>** MLK Day- No Tues session this week</p>
4	Th 1.23	<p>Motivation</p> <p>Meet in the ELC</p> <p>* O*NET Interest Profiler - Bring results to the ELC. (Instructions located on Blackboard)</p>
5	T 1.28	<p>Motivation</p> <p>Reading</p> <ul style="list-style-type: none"> • Text: Chapter 5 - 6 & Questions • ARES: <ul style="list-style-type: none"> ○ 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. • Case Course Pack: Engstrom Auto Mirror Plant <p>Assessments: Self-Assessment 5.1 – Assessing Your Acquired Needs on Connect</p> <p>** Case Analysis HW: Engstrom due Wed 1/29 by 11:59 pm</p> <p>Bring a copy to class. This is an ungraded assignment.</p>

6	Th 1.30	Perception & Decision Making Reading: <ul style="list-style-type: none"> Text Chapter 11 & Questions Course Pack: Polzer, J. (2018). Trust the Algorithm or Your Gut case, Assessment: Self-Assessment 11.2 What is my decision-making style? on Connect
7	T 2.4	True Colors Exercise /Assign Teams
Groups and Teams		
8	Th 2.6	Sub Artic Survival ** Meet in ELC
9	T 2.11	Power, Politics & Influence READING: <ul style="list-style-type: none"> Text Chapter 12 & Questions ARES: <ul style="list-style-type: none"> Conger, J. (1998). The necessary art of persuasion. Cialdini, R. (2001). Harnessing the science of persuasion. Course Pack: Thomas Green: Power, Office Politics and a Career in Crisis Assessments: <ul style="list-style-type: none"> Self-Assessment 12.1 What kind of power do I prefer? on Connect Self-Assessment 10.5 Preferred Conflict Handling Style on Connect Self-Assessment 12.2 What influence tactics do I use? on Connect ** Case Analysis HW: Thomas Green due by Wed. 2/12 by 11:59 pm
10	Th 2.13	12 Angry Men
11	T 2.18	Communication & Conflict Reading: <ul style="list-style-type: none"> Text Chapters 9-10 & Questions ARES: Rutledge, J. (1996). The portrait on my office wall. Assessment: Bring conflict handling style results from Week 4 to class ** Reflection Paper due on True Colors Exercise on Wed. 2/19 by 11:59 pm via Blackboard
12	Th 2.20	Negotiation
13	T 2.25	MIDTERM EXAM
14	Th 2.27	Scavenger Hunt/Team Huddle/Team Contract ** Video due Monday 3/2 by 11:59 pm via Blackboard

15	T 3.3	<p>Groups & Teams - Group Characteristics and Processes</p> <p>Reading:</p> <ul style="list-style-type: none"> • Text Chapter 8 & Questions • ARES: <ul style="list-style-type: none"> ◦ Coutu, D. (2009). Why teams don't work. ◦ Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. <p>Video: Teamwork on the Fly (2:31) by Professor Amy Edmonson on HBR Video (https://hbr.org/video/2226849431001/teamwork-on-the-fly)</p> <p>Assessment: Self-Assessment 8.1 Group and Team Role Preference Scale on Connect</p>
16	Th 3.5	<p>Groups & Teams - Addressing Team Performance</p> <p>Video: YouTube Video: Five Dysfunctions of a Team (36:11) https://www.youtube.com/watch?v=O5EQW026a1Y</p> <p>Reading: Case Course Pack - Army Crew Team</p> <p>** Project Proposal Due Friday 3/6 by 11:59 pm</p>
17	T 3.10	<p>Groups & Teams Addressing Team Performance: Virtual Teams</p> <p>Reading:</p> <ul style="list-style-type: none"> • ARES: Ferrazzi, K. (2013). Getting virtual teams right. • Case Course Pack: Voyager Search: Virtual Workforce <p>** Virtual Class / Memo due Wed 3/11 by 11:59 pm via Blackboard</p>
18	Th 3.12	<p>Cross-cultural Teams</p> <p>Reading:</p> <ul style="list-style-type: none"> • ARES: <ul style="list-style-type: none"> ◦ Early, P.C. & Mosakowski, E. (2004). Cultural Intelligence. ◦ Meyer, E. 2014, Navigating the Cultural Minefield. <p>Assessment: Diagnosing Your Cultural Intelligence in the Early & Mosakowski article</p>
	3.15 - 3.22	Spring Break
19	T 3.24	<p>Diversity & Inclusion</p> <p>Reading:</p> <ul style="list-style-type: none"> • Text Chapter 4 & Questions • Case Course Pack: Managing Diversity and Inclusion at Yelp <p>Podcast: Knowledge@Wharton podcast: How Diversity Powers Team Performance by Scott Page (http://knowledge.wharton.upenn.edu/article/great-teams-diversity/)</p>

20	Th 3.26	Networking Reading: <ul style="list-style-type: none"> • ARES: Baker, W. (2000). What is Social Capital and Why Should I Care About It? Assessment: Network Assessment at www.gleam.org Stop/Start/Continue
21	T 3.31	Creativity Reading: <ul style="list-style-type: none"> • Text Chapter 11, pp. 450-453 & Questions • ARES: Chamorro-Premuzic, T. (2015). Why Brainstorming Works Better Online. ** Project Outline due Wednesday 4/1 by 11:59 via Blackboard
22	Th 4.2	Team Meetings
Organization		
23	T 4.7	Organizational DNA: Structure & Culture Reading: <ul style="list-style-type: none"> • Text Chapter 14 & Chapter 15 & Questions • ARES: <ul style="list-style-type: none"> ○ Mercer Delta Consulting. The Congruence Model: A Roadmap for Understanding Organizational Performance. ○ Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations. Assessment: Self-Assessment 14.2 What Type of Organizational Culture Do I Prefer? in Connect
24	Th 4.9	Organizational Change Reading: <ul style="list-style-type: none"> • Text Chapter 16 & Questions • Case Course Pack: Wildfire Assessment: <ul style="list-style-type: none"> • Self Assessment 16.2 What is Your Readiness for Change? In Connect • Self Assessment 16.3 Assessing Your Readiness for Change? In Connect ** Team Project Paper Due Sunday 4/12 by 11:59 pm via Blackboard. Also bring a hard copy to class with you on Tuesday 4/14 to turn in.

		Integration & Wrap Up
25	T 4.14	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.
26	Th 4.16	Organization Exercise ** Meet in ELC
27	T 4.21	Final Presentations
28	Th 4.23	Final Presentations
29	T 4.28	Final Presentations
30	Th 4.30	Personal Leadership Plan ** Leadership workshop ** Personal Reflection Paper due Friday 5/1 by 11:59 p.m. via Blackboard
		Final Exam <ul style="list-style-type: none"> • Thursday May 7, 2020 • 4:30 – 6:30

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/>

Tabs 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.

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.

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>

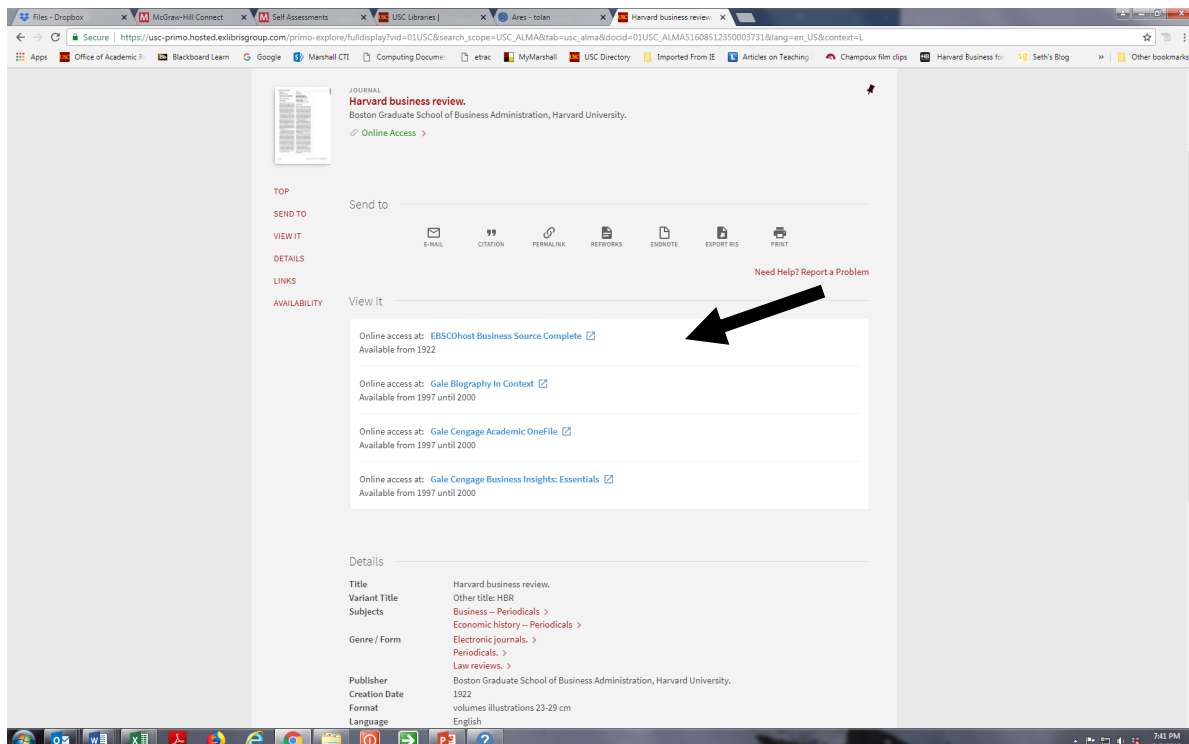
Students can find a quick introduction and guide on how to add courses to their ARES profile at:

<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.

The screenshot shows the 'Publications' page for the Harvard Business Review. The left sidebar contains publication details: Title (Harvard Business Review), ISSN (0017-8012), Publisher Information (Harvard Business School), Bibliographic Records (1001/1922 to present), Full Text (1001/1922 to present), Publication Type (Periodical), Subjects (Management, Strategic Planning), Description (Written for upper level management...), Publisher URL (http://www.hbr.org), Frequency (12), and Peer Reviewed (No). The right sidebar shows a list of 'All Issues' from 1996 to 2019. A large black arrow points to the 'All Issues' list.

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:

The screenshot shows the USC Libraries search results page. The search query is 'JN "Harvard Business Review" AND DT 19960501'. The results list three articles, each with a title, author, and abstract. The first article is 'Think Again' by Stone, Nien, and Harvard Business Review. The second article is 'BRIEFINGS FROM THE EDITORS' by Ovens, Andrea, Gifford Jr., Dun, Cliffe, Sarah, Landry, John T., Coult, Diane L., and Harvard Business Review. The third article is 'DOES THIS COMPANY NEED A UNION?' by von Hoffman, Constantine, Schuman, Susan, Masters, Marck F., Alkin, Robert S., Blanchard, Jacqueline M., Frei, Fern, and Harvard Business Review.

SCROLL DOWN TO FIND ARTICLE (if necessary):

The screenshot shows a web browser window displaying a list of Harvard Business Review articles. The browser's address bar shows a URL from 'edlib.alexandria.com'. The list includes three articles:

- 6. CREATING CORPORATE ADVANTAGE.** By Collis, David J.; Montgomery, Cynthia A. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p70-83. 13p. 1 Color Photograph, 3 Black and White Photographs, 3 Diagrams. Abstract: What differentiates truly great corporate strategies from the merely adequate? How can executives at the corporate level create tangible advantage for their businesses that makes the whole more than the sum of the parts? This article presents a comprehensive framework for value creation in the multibusiness company. It addresses the most fundamental questions of corporate strategy: What businesses should a company be in? How should it coordinate activities across businesses? What role should the corporate office play? How should the corporation measure and control performance? Through detailed case studies of Tyco International, Sharp, the Newell Company, and Saatchi and Saatchi, the authors demonstrate that the answers to all those questions are driven largely by the nature of a company's special resources—its assets, skills, and capabilities. These range along a continuum from the highly specialized at one end to the very general at the other. A corporation's location on the continuum constrains the set of businesses it should compete in and limits its choices about the design of its organization. Applying the framework, the authors point out the common mistakes that result from misaligned corporate strategies. Companies insistently enter businesses based on similarities in products rather than the resources that contribute to competitive advantage in each business. Instead of tailoring organizational structures and systems to the needs of a particular strategy, they create plain-vanilla corporate offices and infrastructures. The company examples demonstrate that one size does not fit all. One can find great corporate strategies all along the continuum. INSETS: Relatedness is about resources, not products (Should corporate resources be shared or transferred? Financial versus operating control. (ABSTRACT FROM AUTHOR) (AN: 547139).
- 7. THE NECESSARY ART OF PERSUASION.** By Conger, Jay A. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p84-95. 12p. 2 Color Photographs. Abstract: Business today is largely run by teams and populated by authority-averse baby boomers and Generation Xers. That makes persuasion more important than ever as a managerial tool. But contrary to popular belief, the author asserts, persuasion is not the same as selling an idea or convincing opponents to see things your way. It is instead a process of learning from others and negotiating a shared solution. To that end, persuasion consists of four essential elements: establishing credibility, framing to find common ground, providing vivid evidence, and connecting emotionally. Credibility grows, the author says, out of two sources: expertise and relationships. The former is a function of product or process knowledge and the latter a history of listening to and working in the best interest of others. But even if a persuader's credibility is high, his position must make sense—even more, it must appeal to the audience. Therefore, a persuader must frame his position to illuminate its benefits to everyone who will feel its impact. Persuasion then becomes a matter of presenting evidence—but not just ordinary charts and spreadsheets. The author says the most effective persuaders use vivid—even over-the-top—stories, metaphors, and examples to make their positions come alive. Finally, good persuaders have the ability to accurately sense and respond to their audience's emotional state. Sometimes, that means they have to suppress their own emotions; at other times, they must intensify them. Persuasion can be a force for enormous good in an organization, but people must understand it for what it is: an often painstaking process that requires insight, planning, and compromise. INSETS: Twelve years of watching and listening Four ways not to persuade. (ABSTRACT FROM AUTHOR) (AN: 547142).
- 8. EMPOWERMENT: THE EMPEROR'S NEW CLOTHES.** By Argente, Chris. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p98-105. 8p. 2 Color Photographs. Abstract: Everyone talks about empowerment, but it's not working. CEOs subtly undermine empowerment. Employees are often unprepared or unwilling to assume the new responsibilities it entails. Even change professionals stifle it. When empowerment is used as the ultimate criteria of success in organizations, it covers up many of the deeper problems that they must overcome. To understand this apparent contradiction, the author explores two kinds of commitment: external and internal. External commitment—or contractual compliance—is what employees display when they have little control over their destinies and are accustomed to working under the command-and-control model. Internal commitment occurs when employees are committed to a particular project, person, or program for their own individual reasons or motivations. Internal commitment is very closely allied with empowerment. The problem with change programs designed to encourage empowerment is that they actually end up creating more external than internal commitment. One reason is that these programs are rife with inner contradictions and send out mixed messages like "Do your own thing—the way we tell you." The result is that employees feel little responsibility for the change program, and people throughout the organization feel less empowered. What can be done? Companies would do well to recognize potential inconsistencies in their change programs, to understand that empowerment has its limits, to establish working conditions that encourage employees' internal commitment, and to reinforce it with visible empowerment and supportive external organizations. The ultimate goal is performance. (ABSTRACT FROM AUTHOR) (AN: 547143).

A black arrow points to the article titled "THE NECESSARY ART OF PERSUASION".

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