USCMarshall
School of Business

BUAD 304: Organizational Behavior and Leadership

Summer 2020

Section 14717 (4 Units)
Mon/Wed 9am–11:30am PDT

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Office Hours (via Zoom): Mondays 7–9pm PDT and 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 for which organizations are looking 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.

REQUIRED COURSE MATERIALS

(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 either purchase the textbook with Connect access (ISBN 9781260737127) at the USC Bookstore (about $140) OR the eBook with Connect access (ISBN 9781259732645 / MHID 1259732649) directly from McGraw-Hill via Connect ($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.
	Connect access via https://connect.mheducation.com/class/m-truong-mon-wed-9-am-buad304-summer-2020
(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 (Summer 2020, All Sections). Additional instructions are in Appendix B and posted on Blackboard.
(3) Case Reader:	BUAD 304 Summer 2020 Organizational Behavior & Leadership Coursepack available for purchase ($25.50) at https://hbsp.harvard.edu/import/721179

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 analyses 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, accessible either via McGraw-Hill Connect or a website.
3. Any additional readings and/or assessments will be posted on Blackboard.

COURSE INFORMATION – BLACKBOARD

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%**
Midterm	15	
Final	20	
Team Project		**35%**
Proposal	3	
Paper	25	
Presentation	5	
Self & Peer Evaluation	2	
Individual Assignments		**15%**
Case analysis memos	5	
Final Reflection Paper	10	
Participation		**15%**
Total		**100%**

Final grades for this course will reflect the weighted sum of your assignment grades and will adhere to the grading policy approved by Marshall. Three items are considered when assigning final grades:
1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

COURSE REQUIREMENTS: PARTICIPATION

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions. LearnSmart reading assignments via Bbd, prework assignments, 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

Online Class Professionalism Policy: If possible, please connect to our Zoom classroom from an area where you will be able to engage and sit up in front of your computer. This will help us all stay focused on our learning objectives. Cell phones should be turned off and removed from your work area to reduce distractions during the class session (unless you are using it to connect to the session). Having it in sight – even if it's not on – presents a real draw on attention. 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. Below are guidelines for our Zoom class sessions:

- You should be visible via video camera
- Mute your audio if you are not speaking
- Be presentable and wear appropriate clothing for a classroom setting (Zoom class sessions will be recorded and posted)
- Use the Raise Hand feature in Zoom or the Chat Box to ask a question or to share
- Actively listen to your fellow peers when they are speaking
- Be present and avoid working on other tasks

Zoom Session Co-Host: For each class session, two students will help run the Zoom session as the co-hosts. The co-hosts will split the duties of: monitoring the chat, helping their peers with technology issues, tracking participation, etc. Co-hosts will earn full participation for the class session. Instructions and additional information will be posted on Blackboard.

COURSE REQUIREMENTS: INDIVIDUAL WRITTEN ASSIGNMENTS

Case Analysis Homework: 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. You are required to complete a total of **three** case analyses. You will use the USC-CT framework for these case analysis memos. This will be discussed further in class. Instructions will be posted on Blackboard.

> Case Analysis Memo #1: Engstrom
> Case Analysis Memos #2: Select ONE of these two cases –
> > Thomas Green or Army Crew Team
> Case Analysis Memo #3: Select ONE of these two cases –
> > Managing Diversity and Inclusion at Yelp or Wildfire Entertainment

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, 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 different companies have addressed and/or experienced the issue. You will make recommendations and/or identify best practices based on your study.

You have four "deliverables" for this project:

(1) Project proposal: 1 page memo (12-point, Times-New-Roman font, double-spaced, 1-inch margins on all sides)
(2) Project paper: 8-10 page analytical paper (12-point, Times-New-Roman font, double-spaced, 1-inch margins on all sides)
(3) Class presentation: 15-minute presentation + 5 minutes for Q&A
(4) Self & peer evaluation feedback

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 team project is based upon all four components – project proposal, 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. Grades for individual student contributions to team projects will be determined by your Professor, based on observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations.

Further instructions and grading rubrics will be posted on Blackboard.

COURSE REQUIREMENTS: MIDTERM AND FINAL EXAMS

Midterm and Final Exams: The exams will include short 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.

> **Midterm exam**: Wednesday, June 24th (Week 6).
> Make-up midterms will not be permitted.
>
> **Final exam**: Monday, August 3rd (Week 12). If you have another final exam scheduled for the same time as the final exam for this course or 3 exams in the same calendar day, you must let your Professor know about the conflict at least 2 weeks prior to the final exam.

Class Schedule begins on the following page.

WEEK	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
1	Wed, 05/20/20	Introduction & Values, Attitudes, and Ethics	**TEXTBOOK READING**: • Skim: Chapter 1 (Bbd LearnSmart) • Read: Chapters 2 & 3 (Bbd LearnSmart) **ARES READING**: • Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts. **OTHER**: • Sign up for Connect online – access code comes with your textbook **ASSESSMENT**: • Take the VIA Character Strengths assessment at www.viacharacter.org and have results available for class • Connect Self-Assessment 3.1: What is My Big Five Personality Profile?	Be sure to sign up for Connect prior to the first day of class so you can complete the reading and online quizzes. 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. Make sure your VIA Character Strengths and Big Five results are available for class.
2	Mon, 05/25/20	Memorial Day - No Class		
	Wed, 05/27/20	Motivation	**TEXTBOOK READING:** • Chapters 5 & 6 (Bbd LearnSmart) **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. **ASSESSMENT:** • Connect Self-Assessment 5.1: Assessing Your Acquired Needs	Engstrom Case Analysis due Tuesday, 05/26 by 11:59pm via Blackboard.
3	Mon, 06/1/20	Motivation ELC Exercise	**ASSESSMENT:** O*NET Interest Profiler - https://www.onetcenter.org/IP.html It is required that you complete this before class	Have O*Net Interest Profiler results available during class. You will need this to participate in the ELC activity. Please do not miss this session. Teams will be assigned and an overview of the team project will be given.

	Wed, 06/03/20	Perception & Decision-Making	**TEXTBOOK READING:** • Chapter 4: Intro - Section 4.3 (pgs. 122-135) (Bbd LearnSmart) • Chapter 11: Intro - Section 11.5 (pgs. 420-443) (Bbd LearnSmart) **ASSESSMENT:** • Connect Self-Assessment 11.2: What is my decision-making style? **CASE COURSEPACK:** • Trust the Algorithm or Your Gut	Have a copy of the "Trust the Algorithm or Your Gut" case available (from case coursepack). You will need this to be able to participate in class.
4	Mon, 06/08/20	Decision-Making ELC Exercise & Group Decision-Making	**TEXTBOOK READING:** • Chapter 11: Section 11.6 (pgs. 444-449) (Bbd LearnSmart) **ASSIGNMENT READING:** • Read the Team Project section in the Syllabus	Team Shared Activity Completion Form and screenshot due Mon, 06/08 by 11:59pm via Blackboard. **Team Check-In:** As a team, come prepared with an idea of what topic and what organization you want to study for your Team Project.
	Wed, 06/10/20	Power, Politics, and Influence	**TEXTBOOK READING:** • Chapter 12 (Bbd LearnSmart) **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:** • Connect Self-Assessment 12.1: What kind of power do I prefer? • Connect Self-Assessment 12.2: What influence tactics do I use?	Thomas Green Case Analysis due Tues, 06/09 by 11:59pm via Blackboard.
5	Mon, 06/15/20	Power & Influence ELC Exercise	Review Power readings from Wednesday	**Team Check-In:** As a team, come prepared with questions about the Team Project Proposal.
	Wed, 06/17/20	Communication and Conflict	**TEXTBOOK READING:** • Chapter 9 (Bbd LearnSmart) • Chapter 10: Intro - Section 10.4 (pgs. 376-406) (Bbd LearnSmart) **ARES READING:** • Rutledge, J. (1996). The portrait on my office wall. **ASSESSMENT:** • Connect Self-Assessment 10.5: Preferred Conflict Handling Style	Team Project Proposal (with Team Contract) due Tues, 06/16 by 11:59pm via Blackboard.
6	Mon, 06/22/20	Negotiation & Midterm Review	**TEXTBOOK READING:** • Chapter 10: Section 10.5 (pgs. 407-412) (Bbd LearnSmart)	Bring any questions regarding Midterm.

	Wed, 06/24/20	MIDTERM		
7	Mon, 06/29/20	Class Exercise: Teaming	***OPTIONAL TEXTBOOK READING:*** • *Chapter 8*	Prepare and bring copy of worksheet posted on Blackboard in preparation for the teaming exercise. **Team Check-In:** As a team, come prepared with data collection process and materials (e.g., interview questions, survey items, archival research).
	Wed, 07/01/20	Groups and Teams	**TEXTBOOK READING:** • Chapter 8 (Bbd LearnSmart) **ARES READING:** • Coutu, D. (2009). Why teams don't work. • Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. • Katzenbach, J. & Smith, D. (1993). The Discipline of Teams. **WATCH VIDEO:** • Review HBR Video: Teamwork on the Fly **ASSESSMENT:** • Connect Self-Assessment 8.1: Group and Team Role Preference Scale	Prepare and have available a copy of the Team Process worksheet.
8	Mon, 07/06/20	Team Performance	**WATCH VIDEO:** • YouTube Video: Five Dysfunctions of a Team (36:18) by Patrick Lencioni - https://www.youtube.com/watch?v=O5EQW026alY **CASE COURSEPACK**: • Army Crew Team **ASSIGNMENT READING:** • Review the Team Project Paper Rubric on Blackboard	Army Crew Case Analysis due Sun, 07/05 by 11:59pm via Blackboard. **Team Check-In:** As a team, come prepared with a Team Project paper outline including your initial findings and corresponding OB frameworks.
	Wed, 07/08/20	Virtual Teams & Cross-Cultural Teams	**ARES READING:** • Ferrazzi, K. (2013). Getting virtual teams right. • Earley, P.C. & Mosakowski, E. (2004). Cultural Intelligence. • Meyer, E. (2014). Navigating the Cultural Minefield. **ASSESSMENT:** • Diagnosing Your Cultural Intelligence in the Earley & Mosakowski article	**TEAM MEETING (1 hour):** We will set aside one hour of class for teams to plan the next steps or begin writing the Team Project Paper.

9	Mon, 07/13/20	Diversity and Inclusion	**TEXTBOOK READING:** • Chapter 4: Sections 4.4 - 4.7 (pgs. 136-153) (Bbd LearnSmart) **PODCAST:** • Knowledge@Wharton podcast: How Diversity Powers Team Performance (22:13) by Scott Page - http://knowledge.wharton.upenn.edu/article/great-teams-diversity/ **CASE COURSEPACK:** • Managing Diversity and Inclusion at Yelp	Yelp Case Analysis due Sun, 07/12 by 11:59pm via Blackboard.
	Wed, 07/15/20	Networking & Creativity	**TEXTBOOK READING:** • Chapter 11: Section 11.7 (pgs. 450-453) (Bbd LearnSmart) • Chapter 15: Section 15.5 (pgs. 616-624) (Bbd LearnSmart) **ARES READING:** • Baker, W. (2000). What is Social Capital and Why Should I Care About It? • Chamorro-Premuzic, T. (2015). Why Brainstorming Works Better Online. **CASE COURSEPACK:** • Thomas Green (review) **ASSESSMENT:** • Network Assessment at www.gleam.org. Plan ahead as this will take some time to complete (~30 minutes).	Prepare and submit practice peer evaluations via Blackboard by Tues, 07/14 by 11:59pm
10	Mon, 07/20/20	Organizational Culture and Structure	**TEXTBOOK READING:** • Chapter 14: skip 4.5 (Bbd LearnSmart) • Chapter 15 (Bbd LearnSmart) **ASSESSMENT:** • Connect Self-Assessment 14.2: What Type of Organizational Culture Do I Prefer? **CASE COURSEPACK:** • Wildfire Entertainment	Wildfire Entertainment Case Analysis due Sun, 07/19 by 11:59pm via Blackboard. **Team Check-In:** As a team, come prepared with questions about the Team Project Paper.

	Date	Topic	Readings / Assessments	Deliverables
	Wed, 07/22/20	Organizational Change & Leadership Class Exercise: Omega	**TEXTBOOK READING:** • Chapter 16 (Bbd LearnSmart) • Chapter 13 (Bbd LearnSmart) **ARES READING:** • Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations. **ASSESSMENT:** • Connect Self-Assessment 16.2: What is Your Readiness for Change? • Connect Self-Assessment 16.3: Assessing Your Resistance to Change **CASE COURSEPACK:** • Wildfire Entertainment (continued)	Team Project Paper due Fri, 07/24 by 11:59pm via Blackboard.
11	Mon, 07/27/20	Presentations	Team Project Presentations	Team Project Presentation Recording due Mon, 07/27 by 9am.
	Wed, 07/29/20	Presentations & Final Review	Team Project Presentations Bring Questions for Final review Course Evaluations to be completed during class	Team Project Self & Peer Evaluations due Wed, 07/29 by 11:59pm via Qualtrics.
12	Mon, 08/03/19	FINAL EXAM		Personal Reflection Paper due Tues, 08/04 by 11:59pm via Blackboard.

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.

Support Systems:

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

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

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
https://usc-advocate.symplicity.com/care_report/
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

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

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

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

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

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

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

USCMarshall

School of Business

<u>**Undergraduate Program Learning Goals and Objectives**</u>
<u>**BUAD 304 Coverage of Learning Goals**</u>

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

Learning Goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.* • Students will recognize ethical challenges in business situations and assess appropriate courses of action • Students will understand professional codes of conduct	**High**
Learning Goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* • Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world • Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.	**Medium**
Learning Goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* • Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics • Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management • Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets) • Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices	**Low**

APPENDIX B

HOW TO ACCESS ARES COURSE READER

What is ARES?
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.

How can I access ARES?
You can access ARES at: https://reserves.usc.edu

How do I use ARES?
Students can find a quick introduction and guide on how to add courses to their ARES profile at:
http://libguides.usc.edu/distancelearning/coursereserves

How do I find this course on ARES?
ARES provides the option to search courses by Department, Instructor, or Course Number. You should either search by Department (BUAD) or search by Course Number (BUAD 304). Do NOT search by instructor.

Look for BUAD 304, All Sections, Summer 2020, Instructor Johanna Tolan.

	Course	Section Number	Available Until	Name	Instructor	Reserve Items
View Course Previously Added	BUAD 304	All Sections - All I	5/16/2020	Organizational Behavior and Leadership	Tolan, Johanna	27

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.

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HOW TO ACCESS HARVARD BUSINESS REVIEW ARTICLES ON ARES

When you click on the link in ARES for Harvard Business Review articles, it may 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.
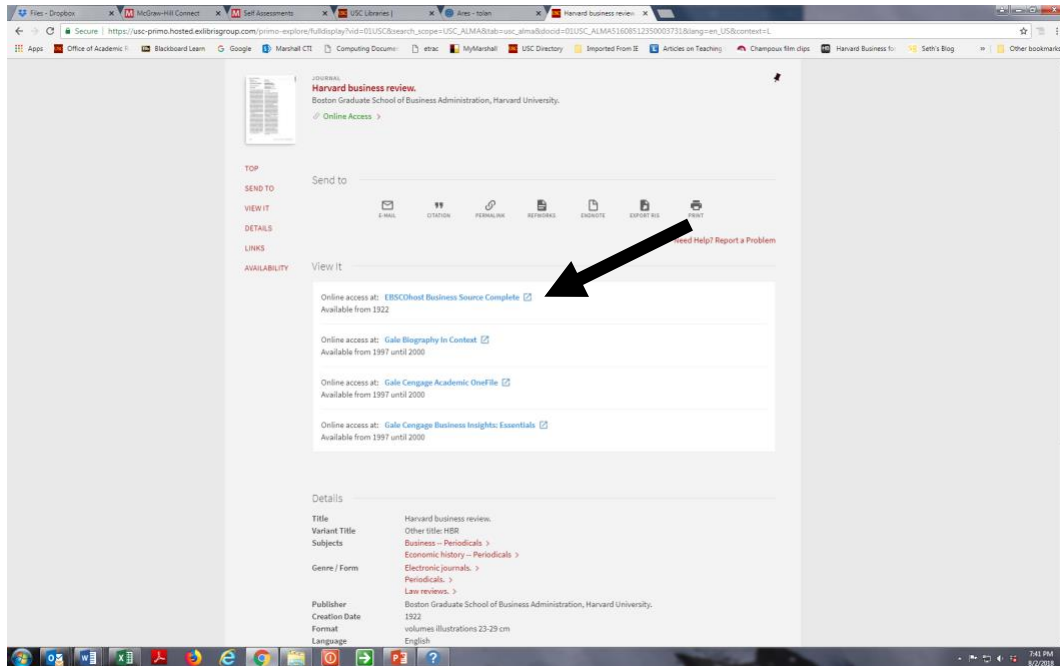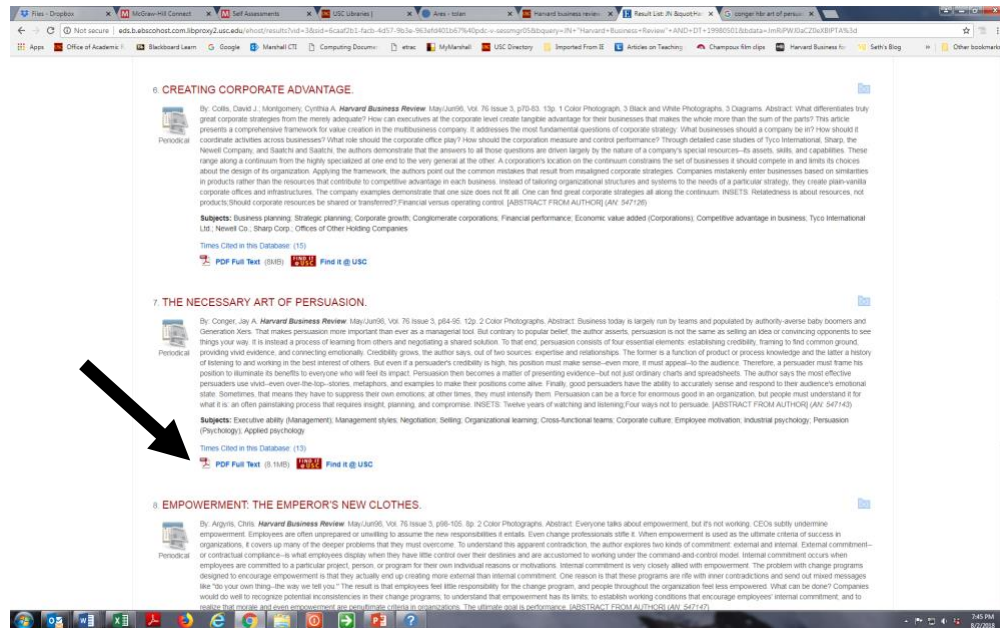

The following page will appear. You will need to select the Year, Volume, and Date for the article. This is included on the Master Reading Reference List posted in Blackboard.
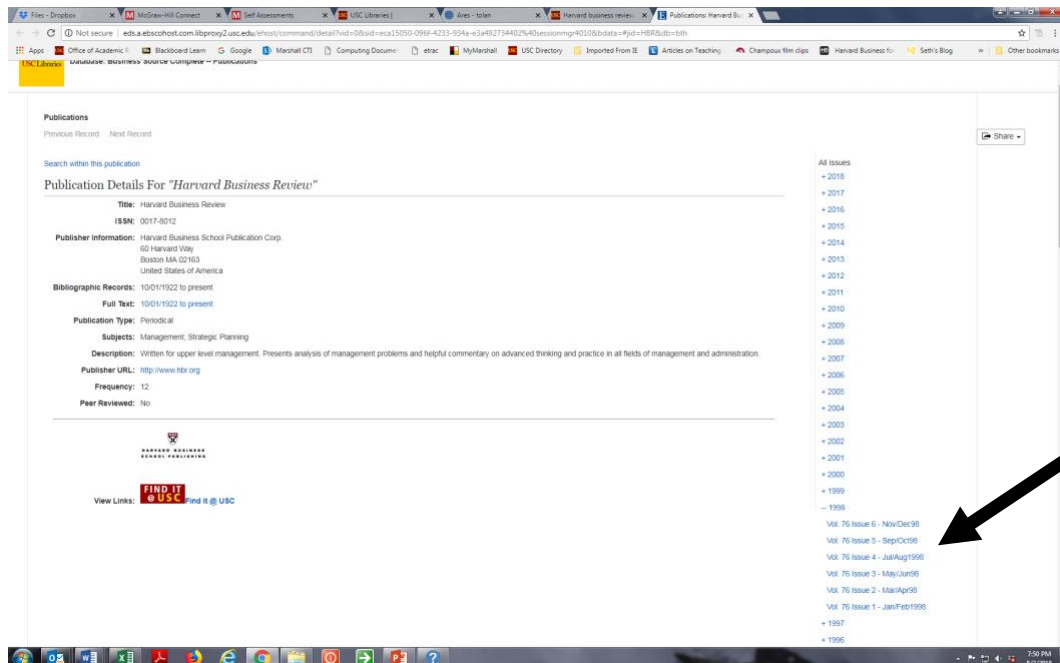
Once you do so, this will take you to the online issue where you will find the article.
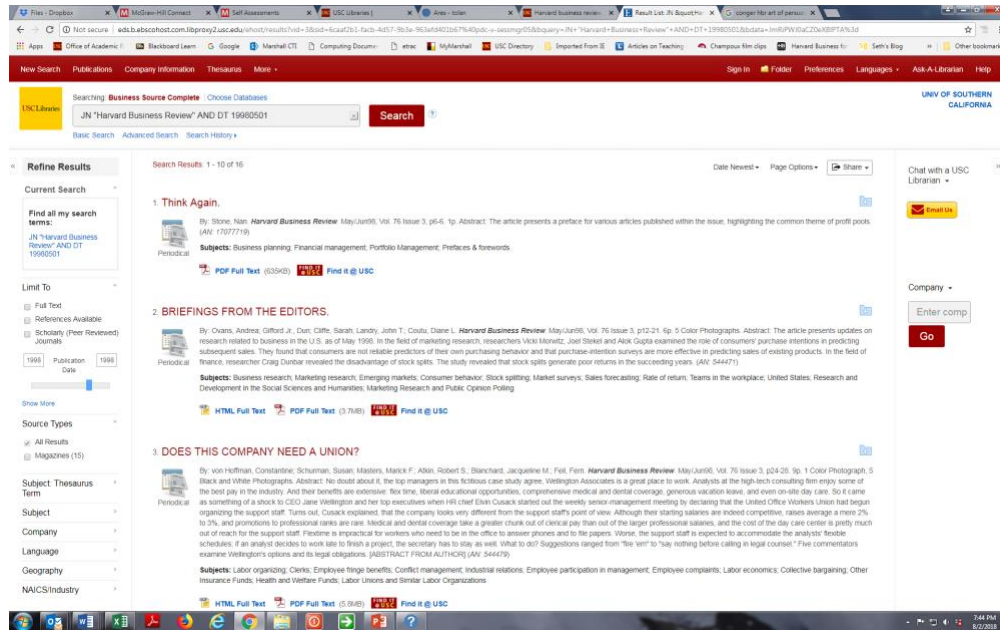
You may need to scroll down to find the article, as shown below.

You will then be able to Select PDF FULL TEXT 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 page.

MASTER LIST of Readings for BUAD 304 Summer 2020

This list of course readings is provided to help you find the Harvard Business Review (HBR) articles using EBSCOHost Business Source Complete database via USC Libraries ARES online course reserves. Note that you may need the Year and Month for the HBR articles. Other journal articles, newspaper articles, blog postings and chapters are accessible directly from the BUAD 304 ARES page. All cases are in the BUAD 304 Coursepack available for purchase on the Harvard Business Publishing website.

Any additional reading assignments will be posted on Blackboard.

Week 1 Values, Attitudes and Ethics
- Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts. *New York Times*, September 3, 2011, Op Ed

Week 2 Motivation
- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, Volume 9, No. 1 February, pp. 7-14.
- Staw, B. (1995). The self-perception of motivation. In B. Staw (Ed.), *Psychological Dimensions of Organizational Behavior* (2nd edition). Englewood Cliffs, NJ: Prentice Hall. (Chapter posted in ARES)
- Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, 1998, May/June issue, pp. 109-119.
- Engstrom Auto Mirror Plant: Motivating in Good Times and Bad case, (HBR Online Coursepack)

Week 3 Perception & Decision Making,
- Polzer, J. (2018). Trust the Algorithm or Your Gut case, (HBR Online Coursepack)

Week 4 Power, Politics & Influence
- Conger, J. (1998). The necessary art of persuasion. *Harvard Business Review*, 1998, May/June issue
- Cialdini, R. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 2001, October issue
- Thomas Green case, (HBR Online Coursepack)

Week 5 Communication and Conflict
- The Portrait on My Wall, John Rutledge, Forbes, December 1996. (from Google search: http://www.rutledgecapital.com/Articles/19961220_portrait_on_my_office-wall.html)

Week 7 Groups and Teams
- Coutu, D., & Beschloss, M. (2009). Why teams don't work. *Harvard Business Review*, 1987, May issue, pp. 98-105.
- Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. *The New York Times*, February 28, 2016

- Katzenbach, J. & Smith, D. (1993). The discipline of teams. *Harvard Business Review,* 1993, March/April issue

Week 8 Team Performance
- Army Crew Team case, (HBR Online Coursepack)

Week 8 Virtual Teams & Cross-Cultural Teams
- Ferrazzi, K. (2014). Getting virtual teams right. *Harvard Business Review*, 2014, December issue
- Earley, P.C. & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, 2004, October issue
- Meyer, E. (2014). Navigating the Cultural Minefield. *Harvard Business Review*, 2014, May issue

Week 9 Diversity and Inclusion
- Managing Diversity and Inclusion at Yelp case, (HBR Online Coursepack)

Week 9 Networks & Creativity
- Baker, W. (2000). What is social capital and why should you care about it? Chapter 1 in *Achieving Success Through Social Capital: Tapping Hidden Resources in Your Personal and Business Networks*.
- Chamorro-Premuzi, T. (2015). Why Brainstorming Works Better Online. *Harvard Business Review Online,* https://hbr.org/2015/04/why-brainstorming-works-better-online
- *OPTIONAL:* Sutton, R. (2006). Eight tips for better brainstorming. Online Bloomberg Business News.

Weeks 10 Organizational Culture and Structure
- Wildfire Entertainment, (HBR Online Coursepack)

Weeks 10 Organizational Change & Leadership
- Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations.