

Professor Thomas G. Cummings

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Student Hours: Anytime you would like to meet with me, email me to set up a Zoom meeting

All class sessions will be synchronous online via Zoom. The Zoom link is posted on the course Blackboard site.

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### **Course Description**

**Organizational behavior** addresses the human side 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** guides and influences others to engage in these collective endeavors.

BUAD 304, therefore, has a dual focus on helping you: 1) learn evidence-based knowledge from the field of organizational behavior in order to identify and apply best organizational practices for leading teams and organizations, and 2) develop the interpersonal skills required to lead diverse groups and organizations effectively.

This combined focus on organizational knowledge and leadership behaviors will enable you to use sound judgment in making complex decisions, manage relationships with others, motivate, negotiate with, and influence others, build high-performing teams, lead organizational change, and make sense of today's — and tomorrow's — organizational world. Organizations place a high value on these leadership skills, so learning them will enable you to excel in today's dynamic, competitive, and global marketplace.

### **Course Learning Objectives**

After successfully completing BUAD 304, you will be able to:

- Apply organizational behavior theories and frameworks to identify, understand, and address organizational problems and opportunities.
- Use critical thinking skills to evaluate the benefits and challenges of alternative methods to achieve high performance at the individual, team, and organization levels.
- More effectively and confidently perform leadership behaviors.
- Create a development plan to continue to improve your leadership skills and to manage your career.

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

## Course Inclusive Learning Community

Our course is an inclusive learning community that encourages openness, respect, and meaningful engagement among all of us. We come to our learning community from diverse racial, ethnic, gender, faith, and class backgrounds, national origins, political beliefs, abilities, and sexual orientations. Together, we will make our course learning community a psychologically safe space where we can share our diverse and unique perspectives on organizational behavior and leadership and learn from each other. We will:

- Respect each other's dignity, privacy, and freedom of expression,
- Reject bigotry, discrimination, intimidation, or violence,
- Practice personal and academic integrity, and
- Promote the diversity of ideas and opinions that are the lifeblood of the university.

## Course Materials

You need the following resources for this course.

(1) Textbook & Connect online:

*Organizational Behavior: A Practical, Problem-Solving Approach*, 3<sup>rd</sup> edition by Angelo Kinicki plus *Connect* online. 2021. McGraw Hill.

*You can purchase through our class link -*

<https://connect.mheducation.com/class/t-cummings-copy-of-buad-304-12-pm-mw> for \$80. This is the most cost-effective choice.

*If you want a printed version, it is an additional cost and takes time for delivery. You can purchase the printed text including the Connect code at the USC Bookstore (about \$130). 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 3<sup>rd</sup> edition. Be mindful of what you are buying if not through the recommended website before you waste your money.*

*NOTE: You can register for 2-week temporary access on Connect if you are still figuring out your courses for Fall. But buy full access before your temporary access expires to keep your assignments and scores in sync.*

Connect online registration and access via Blackboard. See below:

### **Student Registration for Connect through Blackboard**

- Sign into your school's Blackboard.
- Go to your instructor's course.
- Go to the "Tools" menu.
- Click on the "McGraw-Hill Education" link.
- Below "My Connect Section", click **Go to My Connect Section**.
- Follow the on-screen instructions to register.

(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 Fall 2020. Instructions for how to download the articles are described below in Appendix B and posted on Blackboard.

(3) Case Reader: BUAD 304 Fall 2020 Organizational Behavior & Leadership Coursepack available for purchase (\$25.50) at <https://hbsp.harvard.edu/import/747244>

### 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.

### Blackboard

Blackboard is the primary channel of electronic communication for this course, so take note of announcements and other email messages you receive. The syllabus, lecture powerpoints, assignment and exam directions and scores, and additional course information are available through your Blackboard account. You can also communicate directly with your Professor, 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 on.

### Grading

**Participation** **10%**

**Individual Assignments** **20%**

*Case analysis memos (3)* 6  
*Reflection Paper* 14

**Team Project** **30%**

*Proposal* 3  
*Paper* 20  
*Presentation* 5  
*Self & Peer Evaluation* 2

**Exams** **40%**

*Midterm* 15  
*Final* 25

**Total** **100%**

Final grades for this course will reflect the weighted sum of your scores on the above grading elements and will adhere to Marshall's grading guidelines. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all grading elements (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 is based on consistent and effective contributions to class discussions and activities. In-class assignments and activities also contribute to this score. You are expected to attend every class session having read, thought about, and prepared 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:** Another 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 to fulfill your research requirement.

#### **1. Participate in Research Studies**

To do this, you will participate in online studies outside of class 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 **2.0 credits** during the semester to fulfill this component of the research requirement. Students must be age 18 or older by **Sunday, October 4, 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).

**Register for a SONA account to Participate in Research Studies at this link:**

<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 account, you will need to email the SONA administrator ([mor.sona@marshall.usc.edu](mailto: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, August 28, 2020.** Those who do not register for an account (or reactivate a pre-existing account) by this date will be required to complete the alternative assignment (details below).

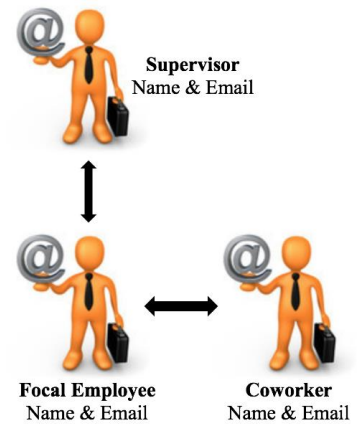
**Participating in Research Studies:** After you verify your SONA account, you will need to check the SONA site regularly to find open studies and sign up to participate in them. Sometimes

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. You must complete them in one sitting by the due date listed on the study webpage. 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, October 2, 2020:** To receive full participation credits, you must earn your first credit by this date.
- **Friday, November 13, 2020 (last day of classes):** The 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 Research Studies for assistance. Additional questions regarding the completion of research studies should be directed to the SONA administrator ([mor.sona@marshall.usc.edu](mailto: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 within the following few weeks.

#### Deadlines:

You will receive an e-mail with a link. **Friday, September 18, 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 in Appendix C. Additional questions regarding the field data studies should be directed to the USC Marshall MOR Research Team ([mor.research@usc.edu](mailto: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. The deadline to submit papers is **Friday, November 13, 2020** (last day of classes).

**Course Requirements: Individual Assignments**

**Case Analysis Homework:** This portion of your grade is 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 Case Analysis Memo for each of 3 case studies that are listed in the course syllabus. You will learn more about this in class and instructions and grading rubric will be posted on Blackboard.

**Reflection Paper:** You will write a 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 and insightful writing and reflection, a strong connection between your team experience and the learning or insights gained, and the use of specific detail and narrative accounts that convey an understanding of the team experience supported by course material and your personal assessment results. This will be discussed further in class. Instructions and grading rubric will be posted on Blackboard.

**Course Requirements: Team Project**

You will work together with 4-6 other classmates as an intact team throughout the semester to prepare for and complete the Team Project. Your team experience will demonstrate that you understand the major challenges and key success factors to perform effectively on a functioning team and as a leader in business and society today. The aims of the team project are to (1) enrich your understanding of organizations and leadership; (2) provide an opportunity to apply what you have learned in the course; (3) assess your ability to define and analyze an organization or organizations and come to insightful conclusions; and (4) help you develop effective 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 engage directly with the organization to investigate and analyze some aspect of the organization that connects with key frameworks and concepts in the course such as an organization's culture, reward systems, and/or its relation to its local or national environment; the structure and functioning of groups within an organization; leadership and power and influence in an organization. You will make recommendations or identify best practices based on your study.

(b) Issues analysis of an issue/topic connected to the frameworks and concepts in the course and of importance to multiple organizations, such as diversity and inclusion, organization restructuring, and retaining talented employees. The issue/topic 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 different companies have addressed and/or experienced the issue. You will make recommendations and/or identify best practices based on your study using archival sources (i.e., library research), such as articles, data-bases, web-based information, etc.

Your “deliverable” for this project has four components. Submitted assignments should use 12-point, Times-Roman font, double spaced, 1-inch margins on all sides.

1. Project proposal: A one-page memo
2. Project paper: An 8-10-page paper
3. In-class presentation: A 15-minute presentation, 5 minutes for Q&A
4. Self & peer evaluation feedback (online Qualtrics assessment explained in class).

Feedback helps you learn and improve your performance as well as the quality of your team’s output. 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 quality of your class presentation. Further instructions and grading rubrics will be posted on Blackboard.

Grades for your individual contributions to the team project are **assigned by your Professor**, based on observations of the team’s working dynamics, assessment of the team project quality, and thoughtful consideration of the information provided by your peer evaluations.

### **Course Requirements: Exams**

**Midterm Exam:** The midterm exam will take place in class and include short case-based essay questions. Refer to the exam study guide 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 6 on W 9/23. Make-up exams are not permitted.

**Final Exam:** The comprehensive final exam will include multiple-choice questions on all concepts, theories and frameworks covered in the course. Refer to the exam study guide posted on Blackboard for information on the format of the questions, topics covered, and sample questions. The final exam will take place on the date and time assigned 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.

### **Online Class Expectations**

1. BUAD 304 is a highly interactive and experiential course. Attendance and active participation are required at the synchronous Zoom class sessions.
2. During synchronous Zoom sessions, the following netiquette is expected.

a. Please **DO**:

- i. Arrange to attend class where there is a reliable internet connection and without distractions.
- ii. Log into class early or promptly.
- iii. Students are expected to have cameras on during the synchronous Zoom sessions. Headsets or earphones ensure the best audio quality but are not required.
- iv. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- v. If you use a virtual background, please keep it respectfully professional.
- vi. Display both your first and last name during video conferencing and synchronous class meetings.
- vii. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
- viii. Engage in appropriate tone and language with instructors and classmates.



b. Please **DON'T**:

- i. Engage in a simultaneous activity not related to the class.
- ii. Interact with persons who are not part of the class during the class session.
- iii. Leave frequently or not be on camera for extended periods of time.
- iv. Have other persons or pets in view of the camera.

3. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

### **Online Technology Requirements**

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
  - Google Chrome
  - Firefox
  - Internet Explorer (not recommended)
  - Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)



For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email [Consult@usc.edu](mailto:Consult@usc.edu). They are open Mon – Fri, 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System**

For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

- **Marshall Systems** (MyMarshall, Marshall Outlook email)

For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu), or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:

- On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “**Help**” link on the upper right.
- Log in using your Marshall username and password.  
(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal (<https://itservices.usc.edu/>).

*Weekly Class Schedule begins on next page*

Week	Class & Date	Topic	Reading & Pework	Deliverables & Due Dates
1	M 8/17	Welcome and Introduction	<p><b>Textbook reading:</b> Chapter 1 &amp; 7</p> <p><b>Ares reading:</b> Vermeulen, F. “Beware the Sirens of Management Pseudo Science” Pfeffer, J. &amp; Sutton, R. “Trust the Evidence, Not Your Instincts”</p> <p><b>Other:</b> Watch the USC-CT and Case Analysis videos at <a href="http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx">http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx</a> Sign up for <i>Connect</i> online. Access code comes with your textbook or on Blackboard</p>	Complete readings, assessments, and any other prework <b>before</b> coming to class
	W 8/19	Values, Attitudes & Emotions	<p><b>Textbook Reading:</b> Chapter 2 &amp; 3</p> <p><b>Ares Reading:</b> Park, N. &amp; Peterson, C. “Character Strengths: Research and Practice” Ignon, L. “Baby can I change my mind?” Goleman, D. “Listen with Mindfulness”</p> <p><b>Assessments:</b> Take the VIA Character Strengths Assessment at <a href="http://www.Viacharacter.Org">www.Viacharacter.Org</a> Self-Assessment <i>Connect 3.1</i>: What Is My Big Five Personality Profile? Self-Assessment <i>Connect 3.4</i>: What is your level of emotional intelligence?</p>	Bring VIA assessment results & <i>Connect</i> assessment results to class
2	M 8/24	Motivation	<p>ELC Motivation Exercise in Class</p> <p><b>Assessments:</b> O*NET Interest Profiler – Instructions located on Blackboard <a href="https://www.onetcenter.org/IP.html#web-based">https://www.onetcenter.org/IP.html#web-based</a></p>	Bring O*Net Interest Profiler results to class
	W 8/26	Motivation	<p><b>Textbook reading:</b> Chapters 5 &amp; 6</p> <p><b>Ares Reading:</b> Kerr, S. “On the folly of rewarding A, while hoping for B” Staw, B. “The self-perception of motivation” Pfeffer, J. “Six dangerous myths about pay”</p> <p><b>Assessments:</b> Self-Assessment <i>Connect 5.1</i>: Assessing Your Acquired Needs</p> <p><b>Case Coursepack:</b> “Engstrom Auto Mirror Plant”</p>	Case analysis “Engstrom Auto Mirror Plant” due 8/25 by 11:59 pm via Blackboard Bring <i>Connect</i> assessment results to class

3	M 8/31	Decision Making	ELC Decision Making Exercise in Class	
	W 9/2	Decision Making	<p><b>Textbook Reading:</b> Chapter 11(pp. 424-451)</p> <p><b>Ares Reading:</b> Greenwald, T. “How AI is Transforming the Workplace”</p> <p><b>Case Coursepack:</b> Polzer, J. “Trust the Algorithm or Your Gut”</p> <p><b>Assessments:</b> Self-Assessment <i>Connect 11.2</i>: What is my decision-making style?</p>	Bring <i>Connect</i> assessment results to class
4	M 9/7	No Class	Labor Day Holiday	
	W 9/9	Communication, Conflict & Negotiation	<p><b>Textbook Reading:</b> Chapters 9 &amp; 10</p> <p><b>Ares Reading:</b> Rutledge, J. “The portrait on my office wall”</p> <p><b>Assessments:</b> Self-Assessment <i>Connect 9.1</i>: Assessing My Communication Competence Self-Assessment <i>Connect 10.5</i>: Preferred Conflict Handling Style</p>	Bring <i>Connect</i> assessment results to class
5	M 9/14	Power, Politics & Influence	ELC Power & Personalities Exercise in Class	
	W 9/16	Power, Politics & Influence	<p><b>Textbook Reading:</b> Chapter 12</p> <p><b>Ares Reading:</b> Conger, J. “The necessary art of persuasion” Cialdini, R. “Harnessing the science of persuasion”</p> <p><b>Case Coursepack:</b> “Thomas Green: Power, Office Politics and a Career in Crisis”</p> <p><b>Assessments:</b> Self-Assessment <i>Connect 12.1</i>: What kind of power do I prefer? Self-Assessment <i>Connect 12.2</i>: What influence tactics do I use?</p>	Case analysis “Thomas Green: Power, Office Politics and a Career in Crisis” due 9/15 by 11:59 pm via Blackboard Bring <i>Connect</i> assessment results to class

6	M 9/21	Step Back, Reflect & Review		
	W 9/23	Midterm Exam		
7	M 9/28	Groups & Teams I	Teaming Exercise in Class	
	W 9/30	Groups & Teams II	<p><b>Textbook Reading:</b> Chapter 8  <b>Ares Reading:</b>  Coutu, D. “Why teams don’t work”  Duhigg, C. “What Google Learned from its Quest to Build the Perfect Team”  <b>Watch Video:</b>  “Teamwork on the Fly “(2:31) by Professor Amy Edmonson on HBR Video  <a href="https://hbr.org/video/2226849431001/team-work-on-the-fly">https://hbr.org/video/2226849431001/team-work-on-the-fly</a>  <b>Assessments:</b>  Self-assessment <i>Connect 8.1</i>: Group and Team Role Preference Scale</p>	Bring <i>Connect</i> assessment results to class
8	M 10/5	Groups & Teams III	<p><b>Watch Video:</b>  YouTube Video: “Five Dysfunctions of a Team” (36:11)  <a href="https://www.youtube.com/watch?v=O5EQW026alY&amp;t=1183s">https://www.youtube.com/watch?v=O5EQW026alY&amp;t=1183s</a>  <b>Case Coursepack:</b>  “Army Crew Team”</p>	Team project proposal due 10/4 by 11:59 pm via Blackboard
	W 10/7	Virtual, Cross- Functional & Cross- Cultural Teams	<p><b>Ares Reading:</b>  Ferrazzi, K.” Getting virtual teams right”  Early, P.C. &amp; Mosakowski, E. “Cultural Intelligence”  Meyer, E. “Navigating the Cultural Minefield”  <b>Assessments:</b>  “Diagnosing Your Cultural Intelligence” in the Early &amp; Mosakowski article</p>	Bring Cultural Intelligence assessment results to class

9	M 10/12	Networking & Creativity	<p><b>Textbook Reading:</b> Chapter 11 (pp. 450-453) &amp; Chapter 15 (pp. 616-624)</p> <p><b>Ares Reading:</b> Baker, W. “What is Social Capital?” Chamorro-Premuzic, T. “Why Brainstorming Works Better Online”</p> <p><b>Case Coursepack:</b> “Thomas Green: Power, Office Politics and a Career in Crisis” (quick review)</p>	
	W 10/14	Diversity & Inclusion	<p><b>Textbook Reading:</b> Chapter 4</p> <p><b>Podcast:</b> Knowledge@Wharton podcast: “How Diversity Powers Team Performance” by Scott Page <a href="http://knowledge.wharton.upenn.edu/article/great-teams-diversity/">http://knowledge.wharton.upenn.edu/article/great-teams-diversity/</a></p> <p><b>Case Coursepack:</b> “Managing Diversity and Inclusion at Yelp”</p>	
10	M 10/19	Organization Culture	<p><b>Textbook Reading:</b> Chapter 14</p> <p><b>Ares Reading:</b> Ofori, G. “Ethical leadership: Examining the relationships with full range leadership model, employee outcomes, and organizational culture”</p> <p><b>Assessments:</b> <i>Connect 14.2</i>: What type of organizational culture do I prefer?</p>	Bring <i>Connect</i> assessment results to class
	W 10/21	Organization Design	<p><b>Textbook Reading:</b> Chapter 15</p> <p><b>Ares Reading:</b> Mercer Delta Consulting. “The Congruence Model: A Roadmap for Understanding Organizational Performance” Greiner, L. “Evolution and Revolution as Organizations Grow”</p> <p><b>Case Coursepack:</b> “Wildfire Entertainment: Organizational Structure Archetypes”</p>	Case analysis “Wildfire Entertainment: Organizational Structure Archetypes” due 10/20 by 11:59 pm via Blackboard

11	M 10/26	Organization Change	<p><b>Textbook Reading:</b> Chapter 16  <b>Ares Reading:</b>  T. Cummings. "From Programmed Change to Self Design: Learning How to Change"  <b>Assessment:</b>  <i>Connect 16.2:</i> What is Your Readiness for Change?  <i>Connect 16.3:</i> Assessing Your Resistance to Change?</p>	Bring <i>Connect</i> assessment results to class
	W 10/28	Organization Exercise Omega Systems	<p><u>Video Assignment:</u>  Complete the video interviews of the Omega executives PRIOR to class using the following link:  elcserver.marshall.usc.edu/omega/. This link is only active through USC computers or using VPN to access the USC network. Instructions for accessing VPN are on Blackboard.</p>	Prior to class, your team will need to assign each member to interview several of the 9 Omega executives. At least 2 members interview the same executive, so details will not be missed. Bring your interview notes to class.
12	M 11/2	Team Project Presentations		Project paper due 11/1 by 11:59 pm via Blackboard
	W 11/4	Team Project Presentations		
13	M 11/9	Personal Leadership Skills	<p><b>Textbook Reading:</b> Chapter 13  <b>Assessment:</b>  <i>Connect 13.1:</i> Assessing your readiness to assume a leadership role  <i>Connect 13.2:</i> Assessing your task and leadership-oriented leader behavior</p>	Project Self & Peer Evaluations due by 11/10 by 11:59 pm via Qualtrics
	W 11/11	Step Back, Reflect & Review		Personal Reflection Paper due 11/11 by 11:59 pm via Blackboard
14	11/17- 24	Final Exam	See University final examination schedule at <a href="https://classes.usc.edu/term-20203/finals/">https://classes.usc.edu/term-20203/finals/</a>	

## Additional Information

### **USC Marshall Critical Thinking Initiative**

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills to be more successful problem solvers in class and ultimately 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](http://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 in the *SCampus* document online.

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>.

## **Add/Drop Process**

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* ([classes.usc.edu](http://classes.usc.edu)) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. Therefore, let me know if you have any conflicts in Week 1 like visa or health issues so you aren't dropped. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

## **Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://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](mailto: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 you will need to use your computer laptop or tablet for this course to log into Zoom and access other digital tools as instructed by your Professor. It is far more important to participate than to take detailed notes. Course PPT slides and Zoom recordings will be posted on Blackboard. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. You should turn off your mobile phone and kept off throughout the class session unless you are using it to access the class session. Participation/Contribution points will be deducted for students misusing technology during class. We invite you to “Be Here, Be Present!” to create an engaging learning community.

## **Religious/Cultural Observance**

Persons who have religious or cultural observances that coincide with class should let me know by email as soon as possible so we can make accommodations for any missed work or participation. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you before the holiday, I will assume that you plan to attend all class meetings.



## **Emergency Preparedness/Course Continuity**

In case of a declared emergency (i.e. earthquake or fire), 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.

## **Student Well-being 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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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/](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](http://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://uscса.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](http://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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://dps.usc.edu) Non-emergency assistance or information.

*Trojans Care for Trojans – (213) 740-0411; <https://campussupport.usc.edu/trojans-care-4-trojans/>*

USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This [private and anonymous request form](#) provides an opportunity for Trojans to help a member of our Trojan Family.

## Appendix A.

# USC Marshall

School of Business

### Undergraduate Program Learning Goals and Objectives

#### BUAD 304 Coverage of Learning Goals

<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking</li> <li>• 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</li> <li>• 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</li> <li>• Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas</li> </ul>	<b><u>High</u></b>
<p><b>Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21<sup>st</sup> century's evolving work and organizational structures.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</li> </ul> <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>	<b><u>High</u></b>
<p><b>Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</b></p> <ul style="list-style-type: none"> <li>• Students will identify and assess diverse personal and organizational communication goals and audience information needs</li> <li>• Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts</li> <li>• Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts</li> </ul>	<b><u>Medium</u></b>
<p><b>Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</b></p> <ul style="list-style-type: none"> <li>• Students will recognize ethical challenges in business situations and assess appropriate courses of action</li> </ul> <p>Students will understand professional codes of conduct</p>	<b><u>High</u></b>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world</li> </ul> <p>Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p>	<b><u>Medium</u></b>
<p><b>Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics</li> </ul>	<b><u>Low</u></b>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management</li><li>• Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)</li><li>• Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices</li></ul> |  |
|--|--|

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>

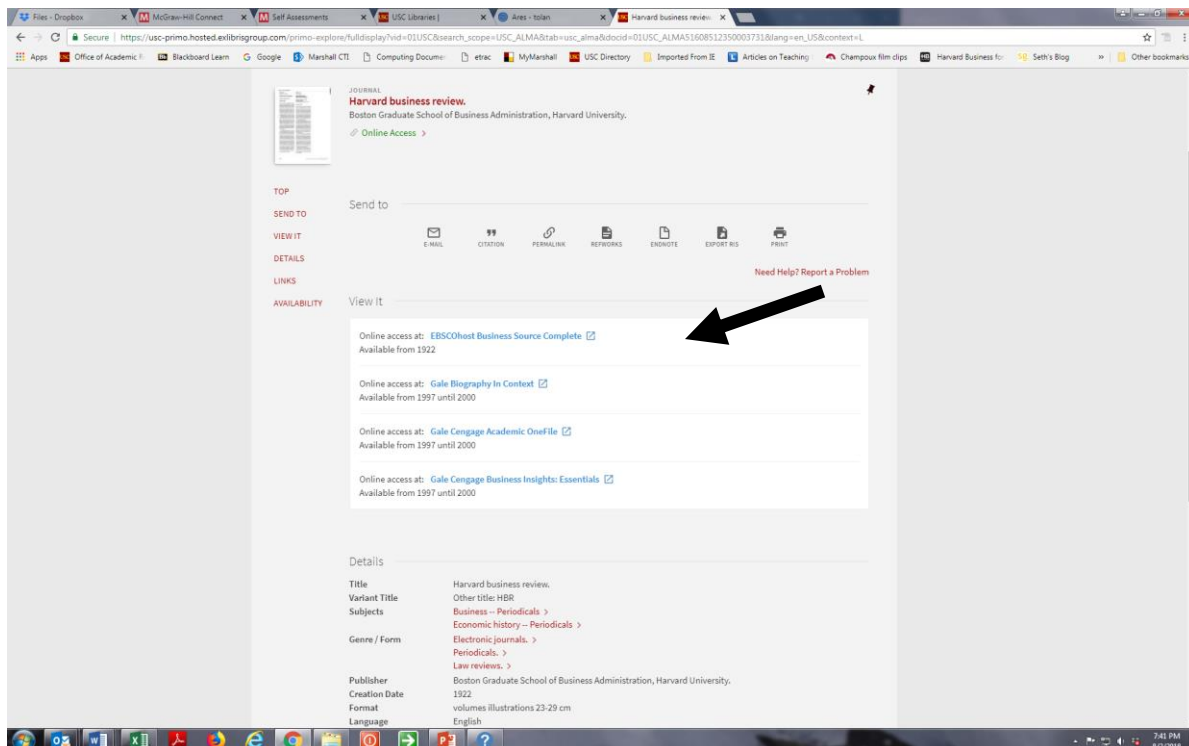
Students can find a quick introduction and guide on how to add courses to their ARES profile at:

<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 screenshot shows a library catalog record for "Harvard business review." The page includes a "View it" section with four online access options:

- Online access at: [EBSCOhost Business Source Complete](#) (Available from 1922)
- Online access at: [Gale Biography in Context](#) (Available from 1997 until 2000)
- Online access at: [Gale Cengage Academic OneFile](#) (Available from 1997 until 2000)
- Online access at: [Gale Cengage Business Insights: Essentials](#) (Available from 1997 until 2000)

A black arrow points to the EBSCOhost Business Source Complete link. Below the "View it" section is a "Details" section with the following information:

Title	Harvard business review.
Variant Title	Other title: HBR
Subjects	Business -- Periodicals > Economic history -- Periodicals >
Genre / Form	Electronic journals. > Periodicals. > Law reviews. >
Publisher	Boston Graduate School of Business Administration, Harvard University.
Creation Date	1922
Format	volumes illustrations 23-29 cm
Language	English

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 a web browser window with multiple tabs. The active tab is 'Publications Harvard Business Review'. The page content includes:

- Publications:** Previous Record, Next Record, Share
- Search within this publication:** Search box
- Publication Details For "Harvard Business Review"**
  - Title:** Harvard Business Review
  - ISSN:** 0017-8012
  - Publisher Information:** Harvard Business School Publication Corp., 60 Harvard Way, Boston MA 02163, United States of America
  - 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. Presents analysis of management problems and helpful commentary on advanced thinking and practice in all fields of management and administration.
  - Publisher URL:** <http://www.hbr.org>
  - Frequency:** 12
  - Peer Reviewed:** No
- View Links:** FIND IT @ USC, Find it @ USC
- Year List (Right Side):** 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000, 1999, 1998, 1996. A black arrow points to the year 1998.

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 a search results page on the USC Libraries website. The search criteria are "JN "Harvard Business Review" AND DT 19980501". The results list three articles:

- 1. Think Again.**
  - By Stone, Neil. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p6-6, 1p. Abstract: The article presents a preface for various articles published within the issue, highlighting the common theme of profit pools.
  - Subjects: Business planning; Financial management; Portfolio Management; Prefaces & forewords
  - PDF Full Text (633KB) FIND IT @ USC
- 2. BRIEFINGS FROM THE EDITORS.**
  - By Civas, Andrea; Gifford Jr, Dan; Cliffe, Sarah; Landry, John T.; Coutu, Diane L. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p12-21, 5p. 5 Color Photographs. Abstract: The article presents updates on research related to business in the U.S. as of May 1998. In the field of marketing research, researchers Vicki Morwitz, Joel Shlefer and Anik Gupta examined the role of consumer purchase intentions in predicting subsequent sales. They found that consumers are not reliable predictors of their own purchasing behavior and that purchase intention surveys are more effective in predicting sales of existing products. In the field of finance, researcher Craig Dunbar revealed the disadvantage of stock splits. The study revealed that stock splits generate poor returns in the succeeding years. (AN: 544477)
  - Subjects: Business research; Marketing research; Emerging markets; Consumer behavior; Stock splitting; Market surveys; Sales forecasting; Rate of return; Teams in the workplace; United States; Research and Development in the Social Sciences and Humanities; Marketing Research and Public Opinion Polling
  - HTML Full Text PDF Full Text (3.7MB) FIND IT @ USC
- 3. DOES THIS COMPANY NEED A UNION?**
  - By von Hoffman, Constantine; Schuman, Susan; Masters, Marck F.; Alkin, Robert S.; Blanchard, Jacqueline M.; Fell, Fern. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p24-29, 5p. 1 Color Photograph, 5 Black and White Photographs. Abstract: We doubt about it, the top managers in the notorious case study agree: Wellington Associates is a great place to work. Analysts at the high-tech consulting firm enjoy some of the best pay in the industry. And their benefits are extensive: flex time, liberal educational opportunities, comprehensive medical and dental coverage, generous vacation leave, and even on-site day care. So it came as something of a shock to CEO Jane Wellington and her top executives when HR chief Elvin Cusack started out the weekly senior-management meeting by declaring that the United Office Workers Union had begun organizing the support staff. Turns out, Cusack explained, that the company looks very different from the support staff's point of view. Although their starting salaries are indeed competitive, raises average a mere 2% to 3%, and promotions to professional ranks are rare. Medical and dental coverage take a greater chunk out of central pay than out of the larger professional salaries, and the cost of the day care centers is pretty much out of reach for the support staff. Flextime is impractical for workers who need to be in the office to answer phones and to file papers. Worse, the support staff is expected to accommodate the analyst's flexible schedules. If an analyst decides to work late to finish a project, the secretary has to stay as well. What to do? Suggestions ranged from "the firm" to "say nothing before calling in legal counsel." Five commentators examine Wellington's options and its legal obligations. (ABSTRACT FROM AUTHOR) (AN: 544479)
  - Subjects: Labor organizing; Clerks; Employee fringe benefits; Conflict management; Industrial relations; Employee participation in management; Employee complaints; Labor economics; Collective bargaining; Other Insurance Funds; Health and Welfare Funds; Labor Unions and Similar Labor Organizations
  - HTML Full Text PDF Full Text (5.88MB) FIND IT @ USC

# SCROLL DOWN TO FIND ARTICLE (if necessary):

6. CREATING CORPORATE ADVANTAGE.  
By: Colls, David J.; Montgomery, Cynthia A. *Harvard Business Review* May/Jun06, Vol. 76 Issue 3, p70-83, 11p. 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 Baskin and Satchi, 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 mistakenly 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: Relationships in about resources, not products; Should corporate resources be shared or transferred? Financial versus operating control. [ABSTRACT FROM AUTHOR] (AN: 547126)  
Subjects: Business planning; Strategic planning; Corporate growth; Conglomerate corporations; Financial performance; Economic value added (Corporations); Competitive advantage in business; Tyco International Ltd.; Newell Co.; Sharp Corp.; Offices of Other Holding Companies  
Times Cited in This Database: (15)  
PDF Full Text (8/88) Find it @ USC

7. THE NECESSARY ART OF PERSUASION.  
By: Conger, Jay A. *Harvard Business Review* May/Jun06, 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 well-timed over-the-shoulder, anecdotes, 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: 547143)  
Subjects: Executive ability (Management); Management styles; Negotiation; Selling; Organizational learning; Cross-functional teams; Corporate culture; Employee motivation; Industrial psychology; Persuasion (Psychology); Applied psychology  
Times Cited in This Database: (13)  
PDF Full Text (8/181) Find it @ USC

8. EMPOWERMENT: THE EMPEROR'S NEW CLOTHES.  
By: Argys, Chris. *Harvard Business Review* May/Jun06, Vol. 76 Issue 3, p98-100, 3p. 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 realize that morale and even empowerment are non-linear concepts in organizations. The ultimate goal is performance. [ABSTRACT FROM AUTHOR] (AN: 547147)

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.

**Appendix C**  
**Research Participation and Requirements – Frequently Asked Questions – Fall 2020**

**FAQs about Research Studies**

**Q: I have questions, comments, or concerns regarding research 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](mailto: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](mailto: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 early September, 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: 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 to mid-October, 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](mailto: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](mailto: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, October 30, 2020.

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

**A:** Please contact the USC Marshall MOR Research Team at [mor.research@usc.edu](mailto: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 research studies instead. Please contact the USC Marshall MOR Research Team ([mor.research@usc.edu](mailto: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 November 13, 2020 the deadline to complete all research study credits. The MOR Research Team will coordinate with the SONA administrator to confirm that you have fulfilled the additional research study credit.