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Course Description:

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

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

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

Course Learning Objectives:

After successfully completing this class, students should be able to:

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

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

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

Virtual Classroom Policies

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Due to the highly experiential nature of BUAD 304, attendance and active participation is expected at the synchronous Zoom class sessions.
 - a. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
 - b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. We will see if there can be any accommodation or if you will want to register for a different section that will better fit your time zone.
 - c. In addition, for any student who does not attend the Zoom session live, you will be required to complete the following assignment as an alternate method of contribution to the class that we will agree on prior to you missing the session. It is up to you as the student to communicate and set this up.
2. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
Please do:
 - i. Log into class early or promptly
 - ii. Arrange to attend class where there is a reliable internet connection and without distractions
 - iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - iv. If you use a virtual background, please keep it respectfully professional.
 - v. Display both your first and last name during video conferencing and synchronous class meetings.
 - vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - vii. Engage in appropriate tone and language with instructors and classmates.
3. Please try **not** to:
 - 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.
4. All Zoom sessions will be recorded and posted in the Blackboard Course pages. Please keep in mind the chat sessions are also recorded as well.

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 – not recommended with BlackBoard)

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. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System (MarshallTALK)**
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, 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.

Course Materials:

You will need the following resources for this course.

(1) Textbook & Connect online: Organizational Behavior: A Practical, Problem-Solving Approach 3rd edition by Angelo Kinicki and Mel Fugate **that includes Connect online access.** 2021. McGraw Hill.
You can purchase the text at the USC Bookstore (about \$138) or the eBook version 9781260142075) directly from McGraw Hill (\$85). We have negotiated the best pricing for purchase. Of course, you have other options. Make sure you have access to the online Connect resources and the 3rd edition.

(2) ARES Course Reader: The course reader is accessible for free on the USC Libraries ARES system online. Go to <https://reserves.usc.edu/ares/> and search for BUAD 304 for Spring 2020. Instructions for how to download the articles in Appendix B and posted on Blackboard.

(3) HBR Case Reader: BUAD 304 Fall 2019 Organizational Behavior & Leadership Coursepack available for purchase (\$21.25) at <https://hbsp.harvard.edu/import/735639>.

Additional Readings, Resources and Assessments

1. Videos are available on the USC Marshall Critical Thinking Initiative website to help you better understand how to do case analysis and use the Marshall USC-CT framework.
<http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>
2. Personal assessments are listed in the class schedule with how to access them via a website or McGraw-Hill Connect.
3. Any additional readings and/or assessments will be posted on Blackboard.

Course Notes:

Our Virtual Classroom

Periodically over the semester, I will be sending out a pdf of our virtual classroom. I will make sure to provide you with links to videos and additional readings either at this site and in BlackBoard.

JoinPD.com

We will be utilizing Pear Deck technology, an online student engagement tool for both asynchronous and synchronous work. You will need to log into JoinPD.com using your USC/Google email account and with the password that I will post at the beginning of each class. You will have the opportunity to respond to questions and make comments in the system as we have our discussions. Once the class is closed, you will receive a link to review and save your work. In addition, the instructor will get a report that shows who logged in and who was participating. This will provide guidance into your participation grade.

BlackBoard

We will use Blackboard to obtain readings and expectations for each class, hand in all written assignments, and post feedback and grades. Copies of PowerPoint lectures will be available through your BlackBoard account.

Turnitin.com

You will be expected to upload all your assignments into Turnitin.com. I will always set the system so you can see your "overlap" score and make any additions you need. I maintain that anything over an overlap score of 20 is unacceptable and will result in a lowering of your grade in the least.

Experiential Learning Lab

During our semester we will be holding several sessions with the Experiential Learning Lab (ELC) facilitators. These sessions will be exercises. Please note that ELC exercises are non-negotiable. **Missing an ELC exercise will negatively impact your grade by 25 points at the end of the semester (per missed session) unless excused by me prior to the class.**

Assignment Protocol

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

Fall 2020 Grading

Individual Assignments	35%
<i>Module 1 Case Paper</i>	15
<i>Final Reflection Paper</i>	15
<i>Connect Quizzes</i>	5
Team Project	30%
<i>Proposal & Team Contract</i>	3
<i>Paper</i>	15
<i>Presentation</i>	10
<i>Self & Peer Evaluation</i>	2
Final Exam	25%
<i>Final Cumulative</i>	
Participation	10%
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:

- 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).
- The overall average percentage score within the class.
- Your ranking among all students in the class.

Course Requirements:

Individual Assignments: There are several assignments you will be expected to complete on your own. These include:

- Module 1 Case Paper – Critical analysis of a Harvard Business Review Case – you will be expected to apply the learning outcomes from the first module to the case.
- Final Reflection Paper – Critical analysis and reflective perspective on your experience in BUAD 304 with an action plan for continued success using the key skills and concepts presented over the semester.
- Connect Quizzes – Specific quizzes that will be assigned through the connected book.

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

Your team will have a choice of conducting either:

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

(b) Issues analysis of an issue/topic connected to the themes in the course and of importance to multiple organizations; this issue may be inspired by something in the headlines of the business press or something in your own experience. You will need to examine the nature of this issue and analyze in detail how 2-3 diverse companies have addressed and/or experienced the issue. You will make recommendations and/or identify best practices based on your study.

Your "deliverable" for this project has four components:

- 1) Project proposal: A one page memo (11-point, Times-Roman font, double spaced, jagged right margin, 1-inch margins on all sides);
- 2) Final Paper outline due with full details
- 3) Project paper: An 8-10 page analytical paper (11-point, Times-Roman font, double spaced, jagged right margin, 1-inch margins on all sides);
- 4) In-class presentation: A 10-12 minute taped presentation, 8-10 minutes for Q&A; Total of 20 minutes
- 5) Self & peer evaluations – completed twice during the semester (online assessment explained in class).

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

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

Final Exam

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

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

Class Participation

This part of your grade will be based on consistent and effective contributions to PearDeck asynchronous and synchronous sessions. You will receive a Knowledge Report after I close each session. This report will provide you with not only the slides from the session but your input as well. As the instructor, I will be given a report that covers all student input. These reports will provide me with insight into your learnings and contribute to your participation grade.

In-class assignments and activities also contribute to this score. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and interpret the ideas presented by others. In order to help prepare you, I have created assignment readings with the LearnSmart companion to our book. Completing the readings and quizzes will prepare you to make meaningful classroom discussions.

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

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

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

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, socio-class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive environment for all students. I commit to the following and request them from you as well:

- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Value the privacy, property, and freedom of others,
- Reject bigotry, discrimination, violence or intimidation of any kind,
- Practice personal and academic integrity and expect it of others, and
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

If you see ways I can improve, please let me know.

Review of Grades

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

Important Note: Please silence all electronic devices before class and stow them away from your classroom “site”. Please do not check your electronic messages in class. This is an interpersonal class that is interactive with lots of opportunities to participate. Interacting with digital devices will negatively impact your participation grade.

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

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

1. Participate in Lab Studies

To do this, you will participate in studies outside of class (either online or in-person), 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 in order 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) 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 (both online and in-person). For online studies, you must complete them in one sitting by the due date listed on the study webpage. If attending an in-person study, please make sure to arrive on time; otherwise, you may not receive credit. Please remember to cancel within 6 hours if you cannot attend a study.

While there are usually enough studies to accommodate all students, you may wish to complete your credits early for your own peace of mind and to ensure you are able to obtain all the credits you need. You are not guaranteed enough study spots.

Other Deadlines:

- **Friday, 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 Lab Studies for assistance. Additional questions regarding the completion of lab studies should be directed to the SONA administrator (mor.sona@marshall.usc.edu).

2. Contribute to Field Studies

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

Information Required:

The employee who agrees to participate should provide you with the following information:

- His/her own name and e-mail address (**focal employee**).
- The name and e-mail address of a **coworker** of theirs who is willing to participate in a survey.
- The name and email address of a **supervisor** of theirs who is willing to participate in a survey.

Submitting the Three Names and E-mail Addresses:

You will receive an e-mail with a link to submit the names and e-mail addresses of the three people you have recruited to participate. We will then e-mail survey links directly to the three employees within the following few weeks.

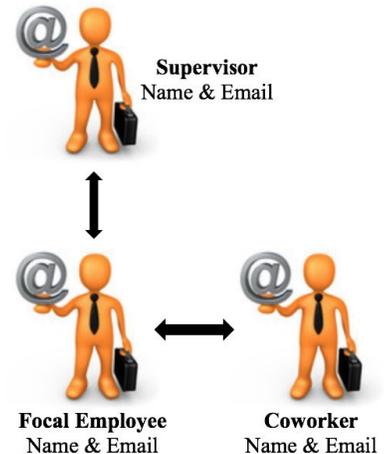
Deadlines:

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 (on the following page). Additional questions regarding the field data studies should be directed to the USC Marshall MOR Research Team (mor.research@usc.edu).

Alternative assignment:

If for any reason you do not wish to participate in the research requirements listed above, you can complete the research requirement of your participation grade by engaging in literature-based research on topics relevant to the course. To do so, you will need to write **three** short (3-page) research papers on topics pre-approved by your Professor. See your Professor for details. The deadline to submit papers is **Friday, November 13, 2020** (last day of classes).



FAQs about Lab Studies

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

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

Q: How do I set up a SONA account?

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

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

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

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

A: Timeslots tend to fill up quickly, especially early in the semester, because there are over 1000 other students looking for credits. Our advice is to check the study postings once a week. New credits will be posted weekly, starting in 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: If the study is in-person, where are they located?

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

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

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

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

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

FAQs about Field Studies

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

A: In early 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.

Q: How long will the survey take?

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

Q: What type of questions will they be asked?

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

Q: Is participation anonymous?

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

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

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

Q: What will happen to the data?

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

Q: What if the employees never receive an email?

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

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

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

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

A: Yes! After you submit the employee contact information on the submission survey, you will receive an email confirmation that you have fulfilled your research requirement for the field study once we have verified the employee emails. You will receive the confirmation email no later than Friday, October 30th.

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

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

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

A: If you are unable to find three employees willing to participate in the survey, you will need to complete 1 additional credit of lab studies instead. Please contact the USC Marshall MOR Research Team (mor.research@usc.edu) to let us know this is how you will complete your field data research requirement. Please make sure to complete this additional credit by November 13th, the deadline to complete all lab study credits. The MOR Research Team will coordinate with the SONA administrator to confirm that you have fulfilled the additional lab study credit.

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

Weekly Class Schedule is available as a separate document on Blackboard
Additional Information

Religious/Cultural Observance:

Persons who have religious or cultural observances that coincide with this class should let me know in writing (by e-mail for example) by August 26, 2020. I strongly encourage you to honor your cultural and religious holidays!

However, if I do not hear from you by that date, I will assume that you plan to attend all class meetings. My understanding of key holidays this semester:

	Jewish	Rosh Hashanah	Sat-Sun, Sept 19-20, 2020
		Yom Kippur	Mon, Sept. 28, 2020
		Shemini Atzeret / Simchat Torah	Sat-Sun, Oct. 10-11, 2020
	Islam	Hijra - Islamic New Year	Thursday Aug 20, 2020
		Day of Ashura / Muharram	Saturday Aug 29, 2020
	Hindu	Ganesh Chaturthi	Saturday Aug 22, 2020

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 in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course. The centerpiece of Marshall's critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website: <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

Academic Integrity & Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards for further review. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. The use of unauthorized material or technology, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other course work is unacceptable and will be treated accordingly. Other integrity violations include handing in someone else's homework assignment for them when they did not attend class, or claiming credit for words or thoughts that are not your own, which includes having your name appear on a team project/paper when you did not fully participate in completion of the project/paper. These actions will have significant impact such as failing the course. Not only is it your responsibility to abide by these standards, it is also your responsibility to notify the instructor if you observe any violations of academic integrity in this course.

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

Student Mental Health and Well-being

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

Student Health Counseling Services - (213) 740-9355 (WELL) – 24/7 on call
engemannshc.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

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

Bias Assessment Response and Support - (213) 740-2421
<https://uscса.usc.edu/trojans-care-4-trojans>

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
<https://uscса.usc.edu/about/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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

Non-emergency assistance or information.

Add/Drop Process

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

Students with Disabilities

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

Emergency Preparedness/Course Continuity

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

Incomplete Grades

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

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

Grade Disputes

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

Retention of Graded Coursework

Final exams and all other graded work, which affects the course grade, will be retained for one year after the end of the course **if** the graded work has not been returned to the student (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

Statement on Technology Use

Please note that you will need to use your computer laptop or tablet during class. You will need to log into Zoom and keep your video going unless otherwise advised by your Professor. It is far more important to participate than to take detailed notes. Since we are using PearDeck technology, you will need to log into JoinPD.com for each session. After each class session (asynchronous and synchronous) you will receive a Knowledge Report link that provides you with a report that includes the slides and your input. You may want to take some time to reflect on the learning experience and add whatever notes seem useful. Make sure to save this report somewhere you can easily find it for use later. All other electronic devices are to be turned off and kept off throughout the class session. We invite you to “Be Here, Be Present!” to create an engaging learning community.

Emergency Preparedness/Course Continuity

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

Appendix A.



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

<p>Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.</p> <ul style="list-style-type: none"> • Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies • Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking • Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world • Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems • Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas 	<p align="center"><u>High</u></p>
<p>Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.</p> <ul style="list-style-type: none"> • Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. • Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. • Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors) 	<p align="center"><u>High</u></p>
<p>Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <ul style="list-style-type: none"> • Students will identify and assess diverse personal and organizational communication goals and audience information needs • Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts • Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts 	<p align="center"><u>Medium</u></p>
<p>Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <ul style="list-style-type: none"> • Students will recognize ethical challenges in business situations and assess appropriate courses of action • Students will understand professional codes of conduct 	<p align="center"><u>High</u></p>
<p>Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.</p> <ul style="list-style-type: none"> • Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world • Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 	<p align="center"><u>Medium</u></p>
<p>Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</p> <ul style="list-style-type: none"> • Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics • Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management • Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets) • Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices 	<p align="center"><u>Low</u></p>

last update 7/21/19

Appendix B.

How to Access ARES Course Reader

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

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

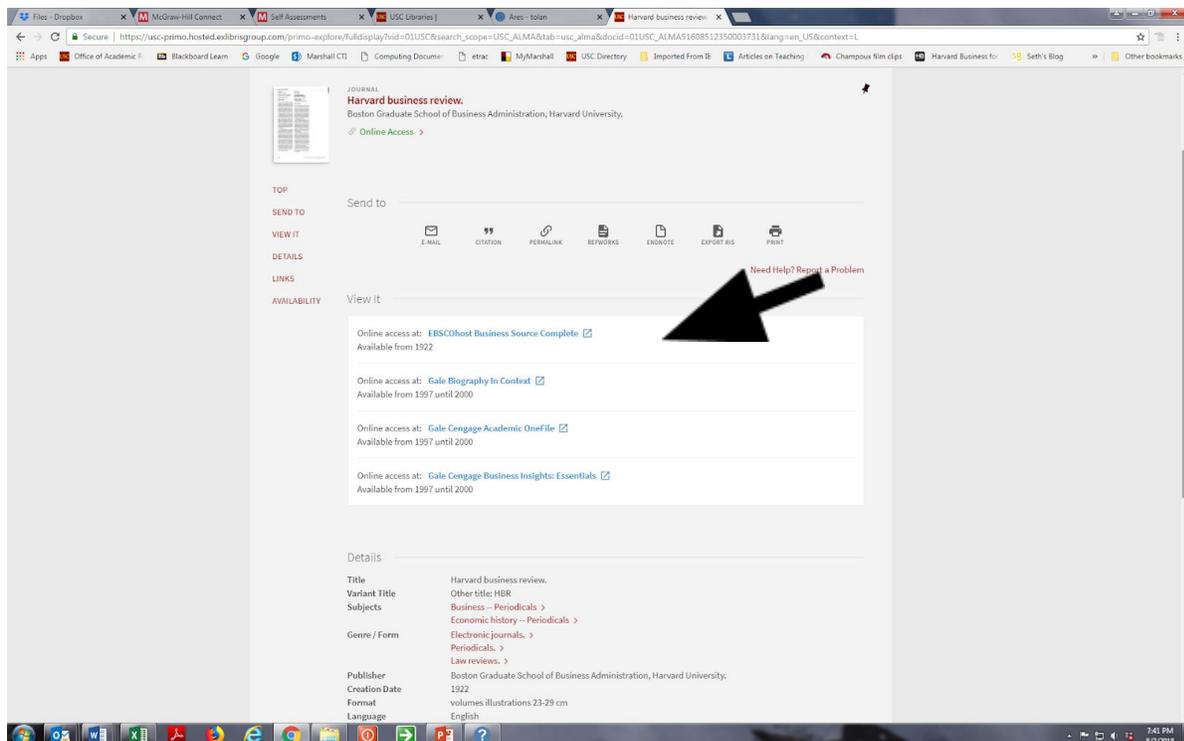
Students can find a quick introduction and guide on how to add courses to their ARES profile at:

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

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

How to Access Harvard Business Review Articles on ARES

When you click on the link in ARES for Harvard Business Review articles, it will take you to this page. You want to select EBSCOhost Business Source Complete. There are only a few steps but if you find yourself getting frustrated, remember this is saving you about \$120! Plus this is an important research skill.



The screenshot shows a web browser window displaying the Harvard Business Review page. The page title is "Harvard business review." and it is published by the Boston Graduate School of Business Administration, Harvard University. The page includes a "Send to" section with options for E-MAIL, CITATION, PERMALINK, REWORKS, ENDNOTE, EXPORT RIS, and PRINT. Below this, there is a "View it" section with four online access options, each with a link icon and availability dates:

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

A large black arrow points to the EBSCOhost Business Source Complete link. Below the "View it" section, there 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 the 'Publications' page for 'Harvard Business Review'. The left sidebar contains search filters and publication details. The main content area shows a list of issues on the right, with a large black arrow pointing to 'Vol. 76 Issue 6 - Nov/Dec/98'. The top navigation bar includes 'New Search', 'Publications', 'Company Information', 'Thesaurus', and 'More'. The search results show '1 - 10 of 16' items.

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

LANDING PAGE:

The screenshot shows the landing page for the article '1. Think Again.' in the Harvard Business Review. The page displays the article title, author information, abstract, and subjects. The top navigation bar includes 'New Search', 'Publications', 'Company Information', 'Thesaurus', and 'More'. The search results show '1 - 10 of 16' items.

SCROLL DOWN TO FIND ARTICLE (if necessary):

The screenshot shows a web browser window with multiple tabs. The active tab displays a list of articles from Harvard Business Review. The articles listed are:

- 6. CREATING CORPORATE ADVANTAGE. By: Collis, David J., Montgomery, Cynthia A. Harvard Business Review May/Jun96, Vol. 76 Issue 3, p70-83. 13p. 1 Color Photograph, 3 Black and White Photographs, 3 Diagrams. Abstract: What differentiates truly great corporate strategies from the merely adequate? How can executives at the corporate level create tangible advantage for their businesses that makes the whole more than the sum of the parts? This article presents a comprehensive framework for value creation in the multibusiness company. It addresses the most fundamental questions of corporate strategy: What businesses should a company do 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 Neveill Company, and Saatchi and Saatchi, the authors demonstrate that the answers to all those questions are driven largely by the nature of a company's special resources—its assets, skills, and capabilities. These range along a continuum from the highly specialized at one end to the very general at the other. A corporation's location on the continuum constrains the set of businesses it should compete in and limits its choices about the design of its organization. Applying the framework, the authors point out the common mistakes that result from misaligned corporate strategies. Companies 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: How business is about resources, not products; Should corporate resources be shared or transferred? Financial versus operating control. [ABSTRACT FROM AUTHOR] (AV: 547128)
- 7. THE NECESSARY ART OF PERSUASION. By: Conger, Jay A. Harvard Business Review May/Jun96, Vol. 76 Issue 3, p64-95. 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 valid 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-top—stories, metaphors, and examples to make their positions come alive. Finally, good persuaders have the ability to accurately sense and respond to their audience's emotional state. Sometimes, that means they have to suppress their own emotions; at other times, they must intensify them. Persuasion can be a force for enormous good in an organization, but people must understand it for what it is: an often painstaking process that requires insight, planning, and compromise. INSETS: Twelve years of watching and listening; Four ways not to persuade. [ABSTRACT FROM AUTHOR] (AV: 547143)
- 8. EMPOWERMENT: THE EMPEROR'S NEW CLOTHES. By: Argiris, Chris. Harvard Business Review May/Jun96, Vol. 76 Issue 3, p98-105. 8p. 2 Color Photographs. Abstract: Everyone talks about empowerment, but it's not working. CEOs subtly undermine empowerment. Employees are often unprepared or unwilling to assume the new responsibilities it entails. Even change professionals suffer. If 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 those 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 incongruities 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 acyclical inputs in organizations. The ultimate goal is performance. [ABSTRACT FROM AUTHOR] (AV: 547147)

A large black arrow points to the article titled "7. THE NECESSARY ART OF PERSUASION".

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