

BUAD 304: Organizational Behavior and Leadership
Syllabus Spring 2022

Section 14729 - 4 Units

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Office Hours: T/TH 12pm-1:30 or By appt: see link in Blackboard to schedule

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 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. 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:

- 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.

Our Inclusive Learning Community

Our USC Principles of Community state “USC is a multicultural community of people from diverse racial, ethnic, gender, and class backgrounds, national origins, faith backgrounds, political beliefs, abilities, and sexual orientations. Our activities, programs, classes, workshops, lectures, and everyday interactions are enriched by our acceptance of one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect.”

<https://diversity.usc.edu/usc-principles-of-community/>

As Trojans, we understand the value of the perspectives of individuals from all backgrounds that reflect the rich diversity of our USC community and beyond. The study of organizational behavior and leadership requires us to recognize how diversity, equity and inclusion is not only the ethical approach, but also creates a competitive advantage for organizations. Together, we will strive to make this classroom a psychologically safe and inclusive environment for all of us to develop and practice inclusive behaviors. As such, we will:

- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Respect 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.

Course Materials

You need the following resources for this course.

(1) Textbook & Connect/LearnSmart You will need the ONLINE version of Organizational Behavior: A Practical, Problem-Solving Approach 3rd edition by Angelo Kinicki. 2021. McGraw Hill.

I recommend that you purchase the textbook and Connect directly from the publisher, McGraw Hill through our Blackboard course site. The price for the e-book and Connect will be \$80 - a significant discount. **IF** the price shows \$90, then the McGraw Hill website is not updated yet. The publisher's rep has assured me that the price will be adjusted this week. So, you can either check later in the week, or sign on for a two-week Courtesy Temporary Access (free). Then purchase full access once we know the correct price is set.

To purchase the required **ONLINE** version of our textbook via Blackboard, *Organizational Behavior: A Practical, Problem-Solving Approach*, 3rd edition by Angelo Kinicki (2021) follow these instructions to register directly with McGraw Hill.

1. Sign into our course Blackboard site (blackboard.usc.edu)
2. Go to our BUAD 304 Organizational Behavior and Leadership class page.
3. Select Tools from the left column menu.
4. Click on the McGraw Hill Higher Education link from the list.
5. Below “My Connect Section”, click Go to My Connect Section.
6. Follow the onscreen 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 Spring 2021. Instructions for how to download the articles in Appendix B and posted on Blackboard.

(3) Case Reader: BUAD 304 Spring 2022 Organizational Behavior & Leadership Coursepack available for purchase (\$17.00) at <https://hbsp.harvard.edu/import/894691>. If the link doesn't work, cut & paste into your browser.

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. You will want to watch these before completing the first case analysis memo. <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

Google Drive

Due to some online activities, we will use Google drive to access files and share feedback. Please make sure to use your USC email account to access this drive.

BlackBoard

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

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 15 or more is unacceptable and will result in a lowering of your grade in the least.

JoinPD.com/ Pear Deck

I will be utilizing Pear Deck technology, an online student engagement tool for both asynchronous and synchronous work. For the asynchronous work, I will be posting the links in BlackBoard. It is important that you complete this work by the deadline posted so you will have access to your report for our synchronous session. When using the technology for our live sessions, 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. In both situations, you will have the opportunity to respond to questions and make comments in the system. Once the session is closed, you will receive a link to save your work. I will get a report that shows who logged in and who was participating. This will provide data for your participation grade.

Grading

Individual Assignments	30%
<i>Midterm Examination</i>	15
<i>Final Reflection Paper</i>	10
<i>Case Analysis Assignment(s)</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%
Participation	15%
<i>PearDeck and live Class Participation</i>	
<i>Team Engagement</i>	
<i>Research studies (2)</i>	

TOTAL **100%**

Final grades for this course will reflect the weighted sum of your assignment grades and will adhere to the grading policy approved by Marshall. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Course Requirements: Individual Assignments

Module 1 Midterm Examination: At the end of Module 1 (Week 7), you will complete an in-class examination. You are expected to use the USC-CT framework to identify the key issues and provide relevant solutions utilizing the concepts, theories and frameworks from Module 1 (Individual level of Organizational Behavior). Further instructions will be provided in class and on Blackboard.

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

Critical Thinking Case FORMS: To actively engage in case discussions, you will need to complete an analysis of the assigned case before attending class. Case analysis allows us to explore how what we learn applies to real world situations. This goes beyond simply reading the case. You are expected to use the USC-CT critical thinking framework to analyze the assigned case. You will identify critical problems or issues and develop alternative solutions based on a particular situation or scenario. These assignments provide scaffolding (i.e. analytical skill development) for your Module 1 Case Analysis paper, the team project as well as the final exam. Be sure to watch the assigned USC-CT videos as noted in Week 1. Additional instructions will be posted on Blackboard.

Course Requirements: Team Project Assignments

Team Project: You will work together as an intact project 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 leader in business and society today. The aims of the team project are (1) to enrich your understanding of organizations and leadership; (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 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).

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

- 1) Project proposal with team contract: A one-page memo with appendix (contract)
- 2) Detailed outline of paper based on the grading rubric
- 3) Project paper: An 8-10 page analytical paper
- 4) In-class presentation: A 15-minute presentation, 5 minutes for Q&A
- 5) Self & peer evaluation feedback (online assessment explained in class).

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

The final grade for this project is based upon 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. The detailed outline of the paper is not graded but you will receive feedback to help improve the final paper. Further instructions and grading rubrics will be posted on Blackboard.

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

Course Requirements: Final Exam

Final Exam: The final exam will be during the final exam period. Refer to the exam study guide that is 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 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 me know about the conflict at least 2 weeks prior to the final exam.

If you need DSP accommodations for the final exam, please notify me early in the semester so we can make the necessary arrangements. If you wait until the day of the exam, it is highly unlikely that I will be able to accommodate extra time or any other accommodation. If you have any questions or concerns, please come and speak with me. I am eager to make every student successful in any way I can.

Course Requirements: Participation

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions and activities. Connect reading assignments and practice quizzes, in-class assignments and activities also contribute to this score. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and interpret the ideas presented by others.

Comments that are vague, repetitive, unrelated to the discussion, or disrespectful of others will be evaluated negatively. Quality comments possess one or more of the following attributes:

- Offer a relevant concept or personal experience;
- Provide careful analysis by applying theory and concepts from readings and lectures;
- Move the discussion forward by building on previous contributions with new insights;
- Ask thoughtful and challenging questions.

Our learning community operates in an environment of openness, respect, encouragement and engagement. Discussions will be richer if you share your unique perspective. There is rarely one right answer in organizational behavior! It may take courage or patience or imagination to engage with the course material, our classmates and our experiences. In our classroom, I aim to develop a psychologically safe space where we can all learn together and benefit from the diversity that leads to increased innovation, better problem solving and, in our case, what I hope will be new friends and a great semester!

Research Studies Participation: Finally, 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 in order to fulfill your research requirement.

1. Participate in Lab Studies

To do this, you will participate in studies outside of class (online), 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, March 6th, 2022 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: January 28, 2022. 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. For online studies, you must complete them in one sitting by the due date listed on the study webpage. Please remember to cancel 6 hours in advance 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, January 28, 2022 – Must register/reactivate a SONA account by this date (this is also the last day to add/drop a class in the Spring 2022 term)
- Friday, March 4, 2022– Students must be age 18 or older by this date to participate
- Friday, March 11, 2022 – To receive full participation credits, you must complete a study by this date
- Friday, April 29, 2022 (the last day of Spring 2022 classes) - Final credits can be earned any time by this date
- Friday, April 29, 2022 (the last day of Spring 2022 classes) - Optional Research Paper Due

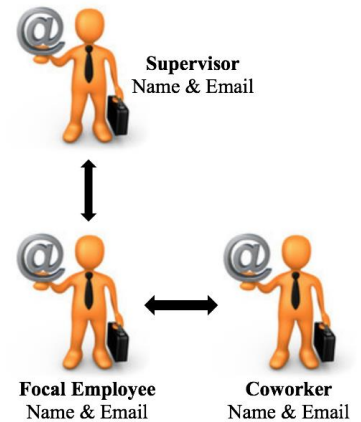
Note for Students Currently Enrolled in Marketing (MKT) BUAD 307:

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, February 4, 2022 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 (see Appendix C). 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, April 29, 2022 (last day of classes).

Online Class Expectations

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Because BUAD 304 is highly interactive and

experiential, attendance and active participation is required at the synchronous Zoom class sessions. Students must be in the classroom unless a special accommodation has been arranged in advance.

- a. Students are expected be in the classroom. In the event you cannot do so, you must **contact the professor at least two hours prior to class beginning**. On-line attendance is an emergency situation only, and requires prior approval, including documentation from your home Department/School. Please make a note of this. In the event you are on-line, I expect you to have cameras on the whole time during the synchronous sessions. Headsets or earphones ensure the best audio quality but are not required. *Please advise me if you have circumstances under which you will not be able to meet these expectations. We will see if there can be any accommodation or if you will want to register for a different section that better fits your time zone.*
- b. In addition, for any student who does not attend the Zoom session live, you will be required to complete an assignment as an alternate method of contribution to the class. You must contact me prior to the session.

2. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

a. 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. You may choose to rename with a nickname (i.e. Thomas Trojan -> Tommy Trojan).
- 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.

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)

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**
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 (<https://itservices.usc.edu/>).

Review of Grades

Feedback and reflection are critical to learning, and especially for learning from our mistakes. I am happy to discuss how you are performing on assignments or in class participation to help you improve and/or correct your mistakes. This has to happen BEFORE your final grade is posted. So, I invite you to contact me within a week of when an assignment is returned to discuss so I can clarify my comments – which I assume you have read and reflected on your own first. Additionally, I do hold extra office hours for students to review exams.

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 a meeting 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 it), 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.

If you are requesting a grade review, the original assignment directions and evaluation form should be attached to your memo. The memo should fully and carefully explain why you think the assignment should be re-evaluated. 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.

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. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, 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 on page 125 of SCampus and at:

http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html

Weekly Schedule

*Weekly Class Schedule is available as a separate document on Blackboard
which is easier to read*

Additional Information

USC Marshall Critical Thinking Initiative

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and 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) 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: <https://sjacs.usc.edu/students/academic-integrity/>. 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. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on [Research and Scholarship Misconduct](#).

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) 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.

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 keep it 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

studenthealth.usc.edu/counseling

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

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

suicidepreventionlifeline.org

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

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.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

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

Diversity, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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 <p>Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p>	<p align="center"><u>Medium</u></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*.

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

Low

Appendix B How to Access ARES Course Reader

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>

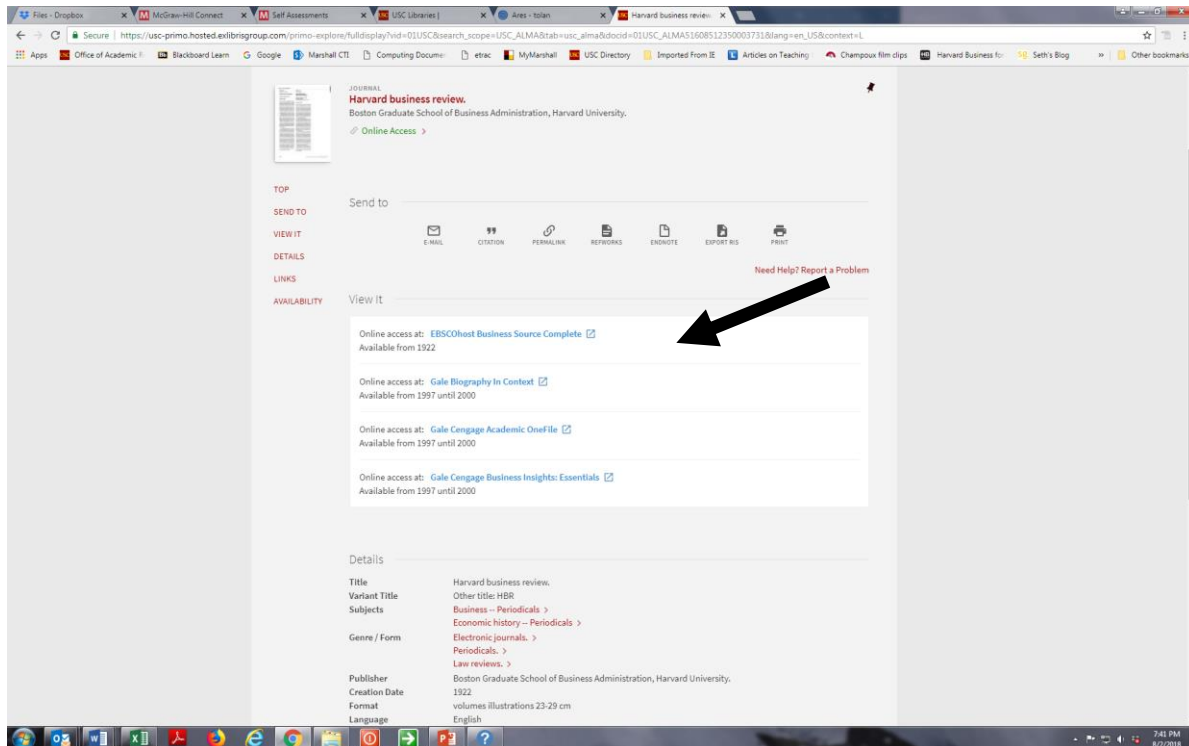
Students can find a quick introduction and guide on how to add courses to their ARES profile at:

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

You will be able to search courses by Instructor Name, Department, and Course Number (SEARCH BUAD 304 (all sections) for Spring 2021 - not by instructor name). On-line students can find their courses by searching by Department since most courses are under a Lead Instructor. Please note, although your course may not be listed under your individual instructor name, the core reserve material posted is the same across all sections of a course number.

How to Access Harvard Business Review Articles on ARES

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



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

The screenshot shows the Harvard Business Review website. The main content area displays 'Publication Details For "Harvard Business Review"'. Key information includes the title, ISSN (0017-8012), publisher (Harvard Business School Publication Corp.), and a list of bibliographic records. On the right side, there is a vertical list of issues from 1998 to 2018. A large black arrow points to the entry 'Vol. 76 Issue 6 - Nov/Dec98'.

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 from the University of Southern California library system. The search query is '1N Harvard Business Review AND DT 19980501'. The results are filtered to 1-10 of 16 items. Three results are visible:

- 1. Think Again.** By: Stone, Nan. *Harvard Business Review* May/June, Vol. 76 Issue 3, p6-9. 1p. Abstract: The article presents a preface for various articles published within the issue, highlighting the common theme of profit pools. [PDF Full Text \(635KB\)](#) [Find it @ USC](#)
- 2. BRIEFINGS FROM THE EDITORS.** By: Owens, Andrea; Gifford Jr., Dun, Cliffe; Saran, Landry; John T., Costo; Diane L. *Harvard Business Review* May/June, Vol. 76 Issue 3, p12-21. 8p. 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 Vikas Kowatz, Joel Shreket and Aksh 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) [HTML Full Text](#) [PDF Full Text \(3.71MB\)](#) [Find it @ USC](#)
- 3. DOES THIS COMPANY NEED A UNION?** By: von Hoffman, Constantine; Schurman, Susan; Masters, Marck F.; Alkin, Robert S.; Blanchard, Jacqueline M.; Fall, Fern. *Harvard Business Review* May/June, Vol. 76 Issue 3, p24-29. 5p. 1 Color Photograph, 5 Black and White Photographs. Abstract: No doubt about it, the top managers in the Kodak case study agree: Wellesley 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: four years' 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 Wellesley 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 modest (average a mere 2% to 3%, and promotions to professional ranks are rare. Medical and dental coverage take a greater chunk out of clerical pay than out of the larger professional salaries, and the cost of the day care center 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. 1988 to 87 suggestions ranged from "the firm" to "say nothing before calling in legal counsel." Five commentators examine Wellesley's options and its legal obligations. (ABSTRACT FROM AUTHOR) (AN: 544479) [HTML Full Text](#) [PDF Full Text \(3.58MB\)](#) [Find it @ USC](#)

SCROLL DOWN TO FIND ARTICLE (if necessary):

6 CREATING CORPORATE ADVANTAGE.
By Collis, David J.; Montgomery, Cynthia A. *Harvard Business Review* May/Jun06, Vol. 76 Issue 3, p70-83, 13p. 1 Color Photograph, 3 Black and White Photographs, 3 Diagrams. Abstract: What differentiates truly great corporate strategies from the merely adequate? How can executives at the corporate level create tangible advantage for their businesses that makes the whole more than the sum of the parts? This article presents a comprehensive framework for value creation in the multibusiness company. It addresses the most fundamental questions of corporate strategy: What businesses should a company be in? How should it coordinate activities across businesses? What size should the corporate office play? How should the corporation measure and control performance? Through detailed case studies of Tyco International, Sharp, the Newell Company, and Saatchi and Saatchi, the authors demonstrate that the answers to all those questions are driven largely by the nature of a company's special resources—its assets, skills, and capabilities. These range along a continuum from the highly specialized at one end to the very general at the other. A corporation's location on the continuum constrains the set of businesses it should compete in and limits its choices about the design of its organization. Applying the framework, the authors point out the common mistakes that result from misaligned corporate strategies. Companies misdiagnose their 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: Readiness to about resources, not products; Should corporate resources be shared or transferred? Financial versus operating control. [ABSTRACT FROM AUTHOR] (AV: 547736)

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 (8/18) 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 Yers. 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 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 three sources: expertise and relationships. The former is a function of product or process knowledge and the latter a history of listening to and looking in the best interests of others. But even if a persuader's credibility is high, his position must make sense—even more, it must appeal to the audience. Therefore, a persuader must frame his position to illuminate its benefits to everyone who will feel its impact. Persuasion then becomes a matter of presenting evidence—but not just ordinary charts and spreadsheets. The author says the most effective persuaders use vivid, even over-the-top stories, metaphors, and examples to make their products 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 learning: Four ways not to persuade. [ABSTRACT FROM AUTHOR] (AV: 547742)

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: (15)

PDF Full Text (8/18) Find it @ USC

8 EMPOWERMENT: THE EMPEROR'S NEW CLOTHES.
By Argins, Chmi. *Harvard Business Review* May/Jun06, Vol. 76 Issue 3, p96-105, 9p. 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 siffle. 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 full with inter-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 resist their impulse to view empowerment as an alternative control mechanism. The ultimate test is performance. [ABSTRACT FROM AUTHOR] (AV: 547747)

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.

MASTER LIST of Readings for BUAD 304 Spring 2021

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

Week 1 Introduction & Values, Attitudes and Ethics

- Vermeulen, F. (2013). Beware the Sirens of Management Pseudo Science. Harvard Business Review Blog, direct link on ARES
- Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts. *New York Times*, September 3, 2011, Op Ed

Week 2 Motivation

- Park, N. & Peterson, C. (2009) Character Strengths: Research and Practice. *Journal of College and Character*, Volume 10, No. 4, April 2009
- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, Volume 9, No. 1 February, pp. 7-14.
- Staw, B. (1995). The self-perception of motivation. In B. Staw (Ed.), *Psychological Dimensions of Organizational Behavior* (2nd edition). Englewood Cliffs, NJ: Prentice Hall. (Chapter posted in ARES)
- Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, 1998, May/June issue, pp. 109-119.

Week 3 Perception & Decision Making,

- SkillsforTomorrow case, ([HBR Online Coursepack](#))
- Polzer, J. (2018). Trust the Algorithm or Your Gut case, ([HBR Online Coursepack](#))

Week 4 Power, Politics & Influence

- Conger, J. (1998). The necessary art of persuasion. *Harvard Business Review*, 1998, May/June issue
- Cialdini, R. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 2001, October issue
- Thomas Green case, ([HBR Online Coursepack](#))

Week 7 Communication, Negotiation & Conflict

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

Week 8 Teams

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

Week 9 Cross-Cultural Teams & Diversity & Inclusion

- Ferrazzi, K. (2014). Getting virtual teams right. *Harvard Business Review*, 2014, December issue
- Katzenbach, J. & Smith, D. (1993). The discipline of teams. *Harvard Business Review*, 1993, March/April issue
- Earley, P.C. & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, 2004, October issue
- Meyer, E. (2014). Navigating the Cultural Minefield. *Harvard Business Review*, 2014, May issue
- Managing Diversity and Inclusion at Yelp case, ([HBR Online Coursepack](#))

Week 10 Networks

- Baker, W. (2000) - What is social capital and why should you care about it? Chapter 1 in *Achieving Success Through Social Capital: Tapping Hidden Resources in Your Personal and Business Networks*.
- Thomas Green case (review), ([HBR Online Coursepack](#))

Week 11 Creativity

- Chamorro-Premuzi, T. (2015) Why Brainstorming Works Better Online. *Harvard Business Review Online*, <https://hbr.org/2015/04/why-brainstorming-works-better-online>
- The Congruence Model: A Roadmap for Understanding Organizational Performance. Mercer Delta Group, 2004.
- Greiner, L. (1998). Evolution and Revolution as Organizations Grow.
- *OPTIONAL*: Sutton, R. (2006). Eight tips for better brainstorming. Online Bloomberg Business News.
- Wildfire Entertainment, ([HBR Online Coursepack](#))

Weeks 12-13 Organizational DNA: Culture & Structure & Organizational Change

- Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations.

Week 14 Personal Leadership

- Any additional reading assignments will be posted on Blackboard.

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

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

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

Q: How long will the survey take?

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

Q: What type of questions will they be asked?

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

Q: Is participation anonymous?

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

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

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

Q: What will happen to the data?

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

Q: What if the employees never receive an email?

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

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

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

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

A: Yes! After you submit the employee contact information on the submission survey, you will receive an email confirmation that you have fulfilled your research requirement for the field study once we have verified the employee emails. You will receive the confirmation email no later than Friday, April 23rd.

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 April 23rd, 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.