USCMarshall
School of Business

BUAD 304: Organizational Behavior and Leadership
Syllabus Summer 2022

Section   14717 - 4 Units

Professor: Shannon Faris, PhD
Email: sfaris@marshall.usc.edu
Office Hours: Tues, 1:00-2:00 PM and by Appointment

This class will be entirely online. Synchronous class sessions will be held Mondays and Wednesdays 9:00am-11:30am Pacific Standard Time via Zoom. The Zoom link is posted on the course Blackboard site.

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 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.
- Evaluate the effectiveness of a variety of leadership behaviors depending on the context.
- 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 and Open Expression and Respect for All

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.

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement." https://www.marshall.usc.edu/about/open-expression-statement

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

Course Materials

You need the following resources for this course.

(1) Textbook   You will need the **ONLINE** version of Organizational Behavior: A
Connect/LearnSmart   Practical, Problem-Solving Approach 3rd edition by Angelo Kinicki and
                      Mel Fugate. 2018. McGraw Hill.

I recommend that you purchase the textbook and Connect directly from the publisher, McGraw Hill through our Blackboard course site.   If you haven't 100% decided whether you will stay in the course, they offer two week (from registration), free, temporary access. Just remember to purchase full access if you decide to stay in the course.

To purchase the required ONLINE version of our textbook via Blackboard, *Organizational Behavior: A Practical, Problem-Solving Approach*, 3rd edition by Angelo Kinicki (2020) 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   The course reader is accessible for free on the USC Libraries ARES
Course Reader: system online. Go to https://reserves.usc.edu/ares/ and search for BUAD
                      304 for Summer 2022. Instructions for how to download the articles in
                      Appendix B and posted on Blackboard. A link to each weeks ARES
                      articles will also be provided in the weekly Blackboard modules.

(3) Case Reader: BUAD-304 Organizational Behavior & Leadership Coursepack available
                      for purchase at https://hbsp.harvard.edu/import/939328
                      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

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 me, your project team members, and other classmates from your section. To access Blackboard from your web browser, enter https://blackboard.usc.edu, and use your USC username and password to log in.

Grading

Exams		**35%**
Midterm	*15%*	
Final	*20%*	
Individual Assignments		**55%**
Case Analysis Memo	*3%*	
Teaming Reflection	*2%*	
Final Reflection Paper	*10%*	
Team Project		**30%**
Proposal	*3%*	
Paper	*15%*	
Presentation	*10%*	
Self & Peer Evaluation	*2%*	
Participation		**15%**
Active Class Participation	*11%*	
Self-Assessments	*4%*	
	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.

A complete list of assignment deliverables by due date is available in Appendix D of this syllabus.

Course Requirements: Individual Assignments

Midterm Exam: The exams will include short case-based essay questions and multiple-choice questions. Refer to the exam study guide that is posted on Blackboard for information on the format of the questions, topics covered, and a sample question. The midterm exam will take place in Week 6. Make-up exams will not be permitted.

Case Analysis Homework: This portion of your grade will be based on the timely and complete submission of a case analysis memo that helps you review and apply course concepts while practicing critical thinking skills. You are required to complete one case analysis memo. You will use the USC-CT framework for these case analysis memos. This will be discussed further in class. Instructions will be posted on Blackboard.

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.

Final Exam: The final exam will be held on the last day of class.

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 <u>at least 2 weeks prior to the final exam</u>.

If you need OSAS accommodations for the final exam, please notify me early in the semester so we can make the necessary arrangements. If you have any questions or concerns, please come and speak with me.

<u>**Course Requirements: Team Project Assignments**</u>

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: A one-page memo
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: Participation

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions and activities. Connect and non Connect self-assessments, 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!

Class Expectations

Online Class Professionalism Policy: If possible, please connect to our Zoom classroom from an area where you will be able to engage and sit up in front of your computer. This will help us all stay focused on our learning objectives. Cell phones should be turned off and removed from your work area to reduce distractions during the class session (unless you are using it to connect to the session). Having it in sight – even if it's not on – presents a real draw on attention. Instructors may deny Participation/Contribution points to students misusing technology during class. We invite you to "Be Here, Be Present!" to create an engaging learning community. Below are guidelines for our Zoom class sessions:

- Log into class early or promptly.
- You should be visible via video camera.
- Display both your first and last name during class meetings. You may choose to rename with a nickname (i.e. Thomas Trojan -> Tommy Trojan).
- Mute your audio if you are not speaking.
- Be presentable and wear appropriate clothing for a classroom setting (Zoom class sessions will be recorded and posted)
- Use the Raise Hand feature in Zoom or the Chat Box to ask a question or to share.
- Actively listen to your fellow peers when they are speaking.
- Be present and avoid working on other tasks.

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

Technology Requirements

The following equipment and system requirements are recommended to successfully participate in this online course:
- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
    - Google Chrome
    - Firefox
    - Internet Explorer (not recommended)
    - Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
  For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. 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. In the event that assignments are graded by a Teaching Assistant, you will meet with the TA first since s/he will be in the best position to provide useful feedback. I am happy to me with you after you meet with the TA if you have any additional questions or concerns.

Weekly Schedule

Week	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
1	Wed, 05/18/22	**Introduction & Values, Attitudes, and Ethics**	**TEXTBOOK READING**: • Skim: Chapter 1 • Read: Chapters 2 & 3 **ARES READING**: • Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts. **OTHER**: • Sign up for Connect online – access code comes with your textbook **ASSESSMENTS**: • VIA Character Strengths assessment at www.viacharacter.org (we will take in class) • Connect Self-Assessment 3.1: What is My Big Five Personality Profile?	Be sure to sign up for Connect prior to the first day of class so you can complete the reading and online quizzes. With the exception of the first class meeting, please complete readings, assessments, and any other prework **BEFORE** coming to class in order for us to have more active discussions. This will also be helpful preparation for any in-class exercises.
2	Mon, 05/23/22	**Motivation**	**TEXTBOOK READING:** • Chapters 5 & Chapter 6, Section 6.2 **ARES READING:** • Kerr, S. (1995). On the folly of rewarding A, while hoping for B. • Pfeffer, J. (1998). Six dangerous myths about pay. **ASSESSMENT:** • Connect Self-Assessment 5.1: Assessing Your Acquired Needs • Connect Self-Assessment 3.4: What is Your Level of Emotional Intelligence	
	Wed, 05/25/22	**Perception & Decision Making**	**TEXTBOOK READING:** • Chapter 4: Intro - Section 4.3 • Chapter 11: Intro - Section 11.5 **CASE COURSEPACK:** • Trust the Algorithm or Your Gut **ASSESSMENT:** • Connect Self-Assessment 11.2: What is my decision-making style? **OTHER:** Watch USC Marshall USC-CT: https://www.marshall.usc.edu/faculty-research/critical-thinking-initiative/5-step-usc-ct-problem-solving-process	Have a copy of the "Trust the Algorithm or Your Gut" case available (from case coursepack). You will need this to be able to participate in class.

Week	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
3	Mon, 05/30/22	**Memorial Day**	No Class! Enjoy the long weekend.	
	Wed, 06/01/22	**Motivation ELC Exercise**	**ASSESSMENT:** • O*NET Interest Profiler - https://www.onetcenter.org/IP.html It is required that you complete this before class **ASSIGNMENT READING:** • Read the Team Project section in the Syllabus & on Blackboard in the Team Project section of the Modules	Have O*Net Interest Profiler results available during class. You will need this to participate in the ELC activity. Please do not miss this session. Teams will be assigned, and an overview of the team project will be given.
4	Mon, 06/06/22	**Decision-Making ELC Exercise**	**TEXTBOOK READING:** • Chapter 11: Section 11.6	**Team Check-In:** As a team, come prepared with an idea of what topic and what organization you want to study for your Team Project.
	Wed, 06/08/22	**Power, Politics & Influence**	**TEXTBOOK READING:** • Chapter 12 **ARES READING:** • Conger, J. (1998). The necessary art of persuasion. • Cialdini, R. (2001). Harnessing the science of persuasion. **CASE COURSEPACK:** • Thomas Green: Power, Office Politics and a Career in Crisis **ASSESSMENTS:** • Connect Self-Assessment 12.1: What kind of power do I prefer? • Connect Self-Assessment 12.2: What influence tactics do I use?	Team Project Proposal due Fri, 06/17 by 11:59pm via Blackboard.

Week	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
5	Mon, 06/13/22	**Power & Influence ELC Exercise**	Review Power readings from Wednesday	**Team Check-In:** As a team, come prepared with questions about the Team Project Proposal.
	Wed, 06/15/22	**Communication & Conflict**	**TEXTBOOK READING:** • Chapter 9 • Chapter 10: Intro - Section 10.4 **ARES READING:** • Rutledge, J. (1996). The portrait on my office wall. **ASSESSMENT:** • Connect Self-Assessment 10.5: Preferred Conflict Handling Style	Team Project Proposal due Tues, 06/15 by 11:59pm via Blackboard.
6	Mon, 06/20/22	**Negotiation, Networking & Midterm Review**	**TEXTBOOK READING:** • Chapter 10: Section 10.5 (pgs. 407-412)	Bring any questions regarding Midterm.
	Wed, 06/22/22	**MIDTERM**		

Week	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
7	Mon, 06/27/22	**Teaming ELC Exercise**	**TEXTBOOK READING:** • Chapter 8	Prepare and bring copy of worksheet posted on Blackboard in preparation for the teaming exercise. **Team Check-In:** As a team, come prepared with data collection process and materials (e.g., interview questions, survey items, archival research).
	Wed, 06/29/22	**Groups and Teams, Virtual Teams & Cross-Cultural Teams**	**ARES READING:** • Coutu, D. (2009). Why teams don't work. • Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. Meyer, E. (2014). Navigating the Cultural Minefield. **ASSESSMENT:** • Connect Self-Assessment 8.1: Group and Team Role Preference Scale	ELC Teaming Reflection due 11:59 PM, Friday, 07/01 **TEAM MEETING (30 mins):** We will set aside some time in class for teams to plan the next steps or begin writing the Team Project Paper.
8	Mon, 07/04/22	**4th of July Holiday**	No Class. Enjoy and be safe!	
	Wed, 07/06/22	**Team Performance**	**ARES READING:** • Katzenbach, J. & Smith, D. (1993). The Discipline of Teams. • Ferrazzi, K. (2013). Getting virtual teams right. **WATCH VIDEO:** • YouTube Video: Five Dysfunctions of a Team (36:18) by Patrick Lencioni - https://www.youtube.com/watch?v=O5EQW026alY **ASSIGNMENT READING:** • Review the Team Project Paper Rubric on Blackboard	**TEAM MEETING (30 mins):** We will set aside 30 minutes of class for teams to discuss project paper outlines etc

Week	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
9	Mon, 07/11/22	**Diversity, Inclusion, Belonging ELC: Bystander Support**	**TEXTBOOK READING:** • Chapter 4: Sections 4.4 - 4.7	
	Wed, 07/13/22	**Diversity, Inclusion & Belonging**	**PODCAST:** • Knowledge@Wharton podcast: How Diversity Powers Team Performance (22:13) by Scott Page - http://knowledge.wharton.upenn.edu/article/great-teams-diversity/ **CASE COURSEPACK:** • Managing Diversity and Inclusion at Yelp	**TEAM MEETING (30 mins):** We will set aside 30 minutes of class for teams to discuss project paper outlines etc
10	Mon, 07/18/22	**Organizational Structure & Culture**	**TEXTBOOK READING:** • Chapter 14: skip 14.5 & 15 **ASSESSMENT:** • Connect Self-Assessment 14.2: What Type of Organizational Culture Do I Prefer? **CASE COURSEPACK:** • Wildfire Entertainment	**Team Check-In:** As a team, come prepared with questions about the Team Project Paper. **Deadline:** If you have another final exam scheduled for the same time as the final exam for this course or 3 exams in the same calendar day, you must let your Professor know about the conflict <u>at least 2 weeks prior to the final exam</u>.
	Wed, 07/20/22	**Organizational Change** **ELC Exercise: OMEGA**	**TEXTBOOK READING:** • Chapter 16 **ARES READING:** • Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations. **ASSESSMENT:** • Connect Self-Assessment 16.3: Assessing Your Resistance to Change	Team Project Paper due Fri, 07/22 by 11:59pm via Blackboard.

Week	DAY/DATE	TOPIC	READING/PREWORK	DELIVERABLES & DUE DATES
11	Mon, 07/25/22	Leadership & Team Presentations	**TEXTBOOK READING:** • Chapter 13 **ASSESSMENT:** • Connect Self-Assessment 13.2: Assessing Your Task- and Relationship-Oriented Behavior	Team Project Presentation due Mon, 07/25 by 9am.
	Wed, 07/27/22	Team Presentations & Final Review		• Team Project Self & Peer Evaluations due Wed, 07/27 by 11:59pm via Qualtrics. • Personal Reflection Paper due Friday 07/29 by 11:59pm via Blackboard.
12	Mon, 08/01/22	FINAL EXAM		

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

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

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) 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 <u>computer laptop or tablet</u> for this course to log into Zoom and access other digital tools as instructed by your Professor. It is far more important to participate than to take detailed notes. Course PPT slides and Zoom recordings will be posted on Blackboard. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. You should turn off your mobile phone and kept off throughout the class session unless you are using it to access the class session. <u>Participation/Contribution points will be deducted for students misusing technology during class</u>. We invite you to "Be Here, Be Present!" to create an engaging learning community.

Religious/Cultural Observance

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

Emergency Preparedness/Course Continuity

In case of a declared emergency (i.e. earthquake or fire), the *USC Emergency Information* web site (http://emergency.usc.edu/*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Student Well-being Support Systems

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

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

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

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

Office of Student Accessibility Services - (213) 740-0776
https://osas.usc.edu SASfrntd@usc.edu
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. 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 Student Accessibility Services (https://osas.usc.edu). OSAS 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 OSAS each semester. A letter of verification for

approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

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

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

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

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

Trojans Care for Trojans – (213) 740-0411; https://campussupport.usc.edu/trojans-care-4-trojans/
USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This **private and anonymous request form** provides an opportunity for Trojans to help a member of our Trojan Family.

Appendix A

USCMarshall
School of Business

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

Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.* ● Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies ● Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking ● Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world ● Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems ● Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas	**High**
Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.* ● Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. ● Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. ● Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)	**High**
Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* ● Students will identify and assess diverse personal and organizational communication goals and audience information needs ● Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts ● Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts	**Medium**
Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.* ● Students will recognize ethical challenges in business situations and assess appropriate courses of action ● Students will understand professional codes of conduct	**High**
Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* ● Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.	**Medium**

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.*
   ● Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
   ● Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
   ● Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
   ● Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices
	<u>Low</u>

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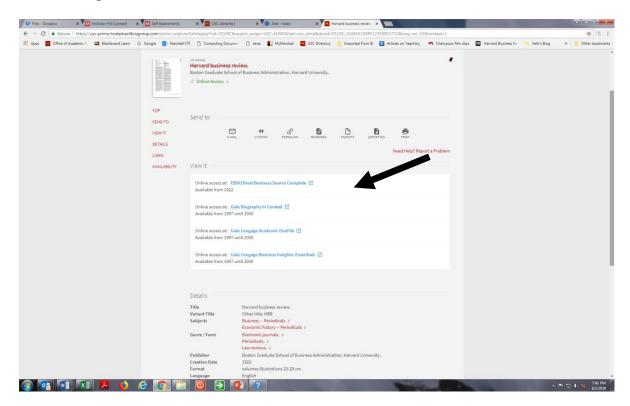
You can access ARES at: **https://reserves.usc.edu**

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

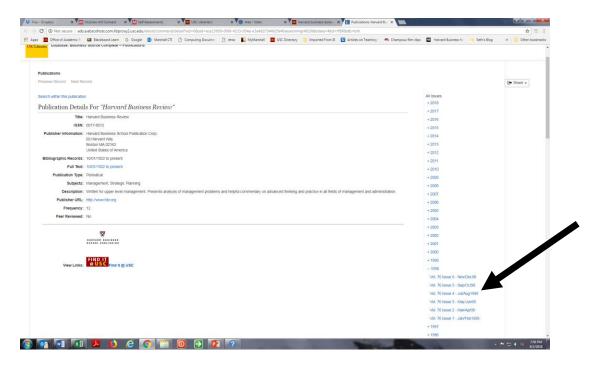**http://libguides.usc.edu/distancelearning/coursereserves**

You will be able to search courses by Instructor Name, Department, and Course Number (SEARCH BUAD 304 (all sections) for Spring 2019 - 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.
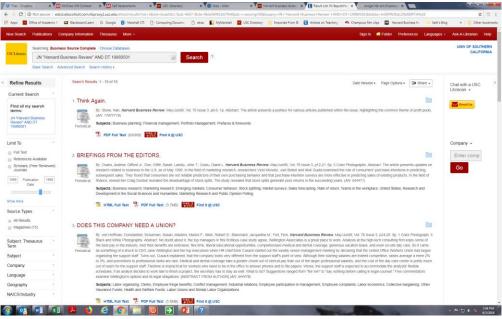
The following page will appear. You will need to select the Year, Volume and Date for the article. This is included on the Master Reading Reference List posted in Blackboard/Course Documents.
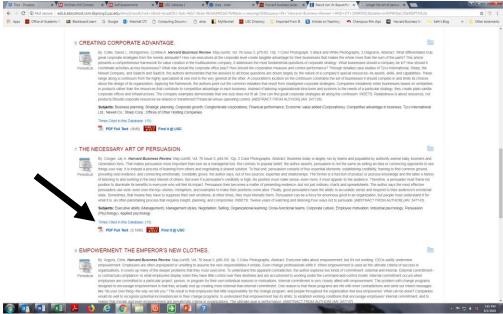

This will take you to the online issue where you will find the article. You may need to scroll down to find the article you are looking for as shown below.

LANDING PAGE:

SCROLL DOWN TO FIND ARTICLE (if necessary):

You will then be able to Select FULL TEXT PDF and download the article for your own personal use. Please respect and observe all copyright regulations.

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

APPENDIX C
MASTER LIST of Readings in addition to Textbook for BUAD 304 Fall 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.

Any additional reading assignments will be posted on Blackboard.

Week 1 Values, Attitudes and Ethics
- Textbook Chapters: 1 (skim), 2 and 3
- Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts. *New York Times*, September 3, 2011, Op Ed

Week 2 Motivation & Perception & Decision Making
- Textbook Chapters: Chapter 5; Chapter 6 (Section 6.2 only); Chapter 4 (Intro through Section 4.3), 11 (Intro through Section 11.5)
- 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.
- Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, 1998, May/June issue, pp. 109-119.
- Polzer, J. (2018). Trust the Algorithm or Your Gut case, (HBR Online Coursepack)

Week 3
- No readings this week, reflection on Motivation reading from Week 2

Week 4 Power, Politics & Influence
- Textbook Chapters: Chapter 11, (Section 11.6 only); Chapter 12
- Conger, J. (1998). The necessary art of persuasion. *Harvard Business Review*, 1998, May/June issue
- Cialdini, R. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 2001, October issue
- Thomas Green case, (HBR Online Coursepack)

Week 5 Communication and Conflict
- Textbook Chapters: Chapter 9; Chapter 10 (Intro through Section 10.4)
- 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 6 Negotiation, Networking and Midterm Review
- Textbook Chapter: Chapter 10 Section 10.5 only

Week 7 Groups and Teams
- Textbook Chapter: Chapter 8
- 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
- Meyer, E. (2014). Navigating the Cultural Minefield. *Harvard Business Review*, 2014, May issue

Week 8 Team Performance
- Katzenbach, J. & Smith, D. (1993). The discipline of teams. *Harvard Business Review,* 1993, March/April issue
- Ferrazzi, K. (2014). Getting virtual teams right. *Harvard Business Review*, 2014, December issue

Week 9 Diversity and Inclusion
- Textbook Chapter: Chapter 4, Sections 4.4-4.7
- Managing Diversity and Inclusion at Yelp case, (HBR Online Coursepack)

Week 10 Organizational Culture and Structure
- Textbook Chapter: Chapter 14 (skip sections 4.5); Chapter 15
- Wildfire Entertainment, (HBR Online Coursepack)

Week 11 Organizational Change & Leadership
- Textbook Chapters: Chapter 16 & Chapter 13
- Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations.

APPENDIX D
Deliverables by Due Date

Week	Deliverable	Type	How Delivered	Due Date
4	Thomas Green Case Memo	Case Assignment	Bb Assignments , TurnItIn	6/12/22
5	Team Project Proposal	Assignment	Bb Assignments	6/17/22
6	Midterm	Exam	In Class	6/22/22
7	ELC Teaming Exercise Reflection Paper	Assignment	Bb Assignments , TurnItIn	7/1/22
10	Team Project Paper	Assignment	Bb Assignments , TurnItIn	7/22/22
11	Team Project Presentation (Slides & Video)	Assignment	Bb Assignments , TurnItIn	7/25/22
	Self & Peer Evaluations	Assignment	Qualtrics	7/27/22
	Self Reflection/Leadership Paper	Assignment	Bb Assignments , TurnItIn	7/29/22
12	Final	Exam	In Class	8/1/22