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Office Hours: Anytime you would like to meet, email me to set up a campus or Zoom visit

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 potential benefits and drawbacks of alternatives to achieve high performance at the individual, team, and organizational levels.
- Develop greater confidence and dexterity with performing a variety of leadership behaviors.
- Create a plan to improve your own personal leadership skills and to manage your career.

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

criteria, select the solutions that have the potential to be the most effective, and develop an effective implementation plan.

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

Required Course Materials

(1) Textbook & Connect/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. So, you may either check the website frequently, or sign on for a two-week Courtesy Temporary Access (free), and 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 2023. Instructions for how to download the articles are in Appendix B and posted on Blackboard.

(3) Case Reader: BUAD 304 Spring Organizational Behavior & Leadership Coursepack available for purchase (\$21.25) at <https://hbsp.harvard.edu/import/1013329>. If the link doesn't work, cut & paste the URL 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. Please watch these before completing the Case Analysis Memo assignment. <https://www.marshall.usc.edu/faculty-research/critical-thinking-initiative>
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 Information & Communication: 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.

Grading

Individual Assignments	15%
<i>Case Analyses (n=5)</i>	5
<i>Personal Reflection Paper</i>	10
Team Project	30%
<i>Proposal</i>	4
<i>Paper</i>	20
<i>Presentation</i>	4
<i>Self & Peer Evaluation</i>	2
Exams	40%
Midterm	15
Final	25
Participation	15%
<i>Active Class Participation & Team Engagement</i>	13
<i>Research studies</i>	2
Total	100%

Final Grade: Your 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.

Performance Feedback: Feedback and reflection are critical to learning, and especially for learning from our mistakes. At your request, I will discuss how you are performing on assignments or in class participation to help you improve and/or course correct if needed. This has to happen BEFORE your final grade is posted. So, I invite you to contact me within a week of when an assignment grade is returned to discuss so I can clarify the grading comments, which I assume you have first read and reflected on your own. In the event that an assignment is graded by a course assistant, you will meet with them first since they will be in the best position to provide useful feedback. Then, I will meet with you if you have any additional questions or concerns.

Course Requirements: Individual Assignments

Case Analyses: You are required to complete five short (1-page) case analyses as assigned in the weekly schedule. This will enable you to apply the concepts and theories from the readings to a real-world situation. You will identify the problem (s) in the case and apply the relevant concepts/theories to explain their underlying causes. Additional instructions and a grading rubric will be posted on Blackboard.

Personal Reflection Paper: You will write a personal reflection paper that describes what you have learned about yourself, the “instrument of leadership,” in this course. You will draw on your personal experience in the classroom, on your project team, doing ELC exercises, and taking self-assessments. Your thoughtful writing and reflection will make an insightful connection between your experience and what you have learned about leadership, and what leadership skills you need to develop further going forward. Instructions and a grading rubric will be posted on Blackboard.

Course Requirements: Team Project Assignments

Team Project: You will work as part of a student 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, or its reward systems. 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 four components. Submitted assignments should use 12-point, Times-Roman font, double spaced, 1-inch margins on all sides.

- 1) Project proposal: A 1-page memo
- 2) Project paper: An 8-10 page analytical paper

- 3) In-class presentation: A 15-minute presentation & 5 minutes for Q&A
- 4) 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 on all four deliverables: project proposal, project paper, presentation, and self/peer evaluation. The team project will be evaluated according to quality of analysis, appropriate use of course concepts, logic and substantiation of conclusions, and clarity and appeal of your class presentation. Further instructions and grading rubrics will be posted on Blackboard.

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

Course Requirements: Exams

The midterm and final exams will include short case-based essay questions and multiple-choice questions. Refer to the exam study guide that will be posted on Blackboard for information on the format of the questions, topics covered, and a sample question. The exams are taken only at the times listed in the weekly schedule. Make-up exams are not permitted. The midterm exam will take place in Week 7. The final exam will take place on the date and time assigned based on the University final examination schedule, which you may access here: <https://classes.usc.edu/term-20231/finals/>. 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 OSAS accommodations for the exams, 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 as early in the semester as possible. I will provide any accommodations to which you are entitled so that you may be as successful as possible in the class.

Course Requirements: Participation

Active Class Participation & Team Engagement: This part of your grade will be based on consistent and effective contributions to class discussions, in-class assignments and activities, and your project team. You are expected to attend every class session having read and thought about all 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 of an issue by applying theory and concepts from course material
- 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, patience, or imagination to engage with the course material or your classmates. Our classroom will be a psychologically safe space where we can all learn together and benefit from our diverse, collective experiences and perspectives.

Research Studies: This part of your participation grade 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 an opportunity for you 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 studies requirement.

Component One: Participate in Lab Studies: To do this, you will participate in studies outside of class (either online or in-person), conducted by researchers 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 a total of 2.0 credits during the semester in order to fulfill this component of the research requirement. Students must be age 18 or older by Friday, February 17, 2023 to participate in the research studies. If you will not be 18 by this date, please consult with your professor about the alternative assignment (details below).

Step 1. Register for SONA account to participate in lab studies: You can create an account on the MOR SONA website (<http://marshall-mor.sona-systems.com/>). Click on the blue “Request Account” button on the homepage. 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. If you previously had an account from a past BUAD 304 course, see FAQs below. Deadline to Register for a SONA Account: January 27, 2023. Those who do not register by this date will be required to complete the alternative assignment.

Step 2. Sign up for and participate in studies at this link: <http://marshall-mor.sona-systems.com/> Once you can access your SONA account, you will receive email invitations to find open studies and sign up to participate in them. These email invitations are unique to you, so it is important to sign up when you receive them. Once you sign up, the study webpage will indicate the deadline to complete the study.

Studies usually begin about 3-4 weeks into the semester and are scheduled throughout the semester at various days and times (both online and in-person). For online studies, you must complete them in one sitting by the due date listed on the study webpage. If attending an in-person study, please make sure to arrive on time; otherwise, you may not receive credit. Please remember to cancel within 6 hours of the study start time if you

cannot attend a study. The email invitations are designed so that all students will have enough studies to complete the requirement over the course of the semester. However, please keep in mind that you may struggle to find enough studies to complete if you wait to obtain your study credits during the final 2 or 3 weeks of class. You should aim to complete your study credits as soon as possible in the semester for your own peace of mind and to ensure you are able to obtain all the credits you need.

Other Deadlines:

- Friday, February 24, 2023: Complete at least one study by this date.
- Friday, April 28, 2023: The last day to complete all study credits.

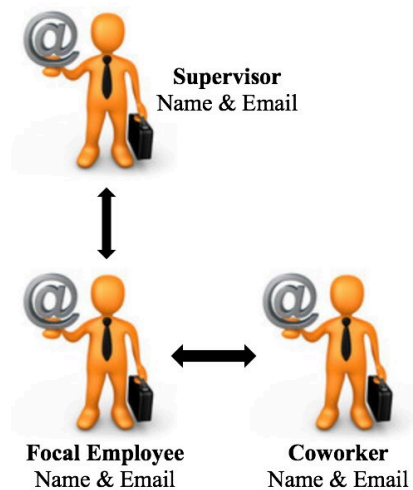
Note for Students Currently Enrolled in Marketing (MKT) BUAD 307: Please make sure you can visit the Marketing research study website that your Marketing professor has given you (see your Marketing course syllabus). Each course has its own unique SONA Systems web address. Credits do NOT transfer from one course to another for credit fulfillment. No exceptions.

Where to Direct Questions for Lab Studies: 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).

Component Two: Contribute to Field Studies: To fulfill the second research studies participation component, 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. If you are unable or unwilling to complete this component, please see below for an alternative assignment.

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

- His/her own name and email address (focal employee).
- The name and email address of a coworker of theirs who is willing to complete an online survey.
- The name and email address of a supervisor of theirs who is willing to complete an online survey.



Submitting the Three Names and Email Addresses:

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

Deadline to Submit: Friday, February 10, 2023.

Once you submit valid and accurate names and email 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 for Field Studies: Please review the FAQs about Field Studies for assistance (on the following page). Additional questions regarding the field data studies should be directed to the USC Marshall MOR Research Team (mor.research@usc.edu).

Alternative Assignments:

- Alternative to Component One (participating in lab studies): If for any reason you do not meet the deadline to register for a SONA account (lab studies) or do not wish to participate in the research studies, you can complete the lab studies requirement of your participation grade by writing TWO short (3-page) research papers on topics connected to course content and pre-approved by your Professor. The deadline to submit papers is April 28, 2023.
- Alternative to Component Two (contributing to field studies). If you are unable to find three employees willing to participate in the survey, you can *either* complete 1 additional credit of SONA research studies OR write 1 additional research paper:
 - If you choose to complete 1 additional credit of lab studies, 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 Friday, April 28, 2023, 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.
 - If you choose to complete 1 additional 3-page research paper on a topic connected to course content, you will need to seek pre-approved by your Professor. The deadline to submit papers is April 28, 2023.

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. Promoting diversity, equity, and inclusion in the study of organizational behavior and leadership is not only the ethical approach, but can also create a competitive advantage for organizations. Together, we will strive to make

our 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
- Promote diversity of opinions, ideas, and backgrounds which is the lifeblood of USC

Online Class Expectations (if some portion of this course must be delivered online)

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 in the event of synchronous Zoom class sessions.

First, all students are expected be in the classroom. In the event you cannot do so, you must contact the professor prior to classes 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. This course is designed for in-person engagement, and OSAS Approved/On-Line only is not allowed at this time. In the event we use an on-line tool, such as individual Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

Please DO:

- Log into class early or promptly.
- Arrange to attend class where there is a reliable internet connection and without distractions.
- Dress respectfully.
- If you use a virtual background, please keep it respectfully professional.
- Display both your first and last name during video conferencing and synchronous class meetings. You may rename with a nickname (i.e. Thomas Trojan -> Tommy Trojan).
- Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
- Engage in appropriate tone and language with instructors and classmates.

Please DON'T:

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

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 the unlikely event some portion of this course must be delivered online:

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

Weekly Schedule

The Weekly Schedule (i.e., course topics, reading & prework, deliverables & due dates) is posted as a separate document on Blackboard.

ADDITIONAL INFORMATION

USC Marshall Critical Thinking Initiative

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and ultimately in the workplace. This means that you will engage in a variety of learning activities in your courses 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 assignment described above. Website: <https://www.marshall.usc.edu/faculty-research/critical-thinking-initiative>

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

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.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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.

Support Systems:

[*Counseling and Mental Health*](#) - (213) 740-9355 – 24/7 on call

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

[*988 Suicide and Crisis Lifeline*](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[*Relationship and Sexual Violence Prevention Services \(RSVP\)*](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[*Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)*](#) - (213) 740-5086

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

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 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) 740-0411

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

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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) 442-2850 or otfp@med.usc.edu

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

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 are not 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:

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 you received a graded paper, it is your responsibility to store 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.

Technical Support:

- **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/>).

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.

Use of Recordings:

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Open Expression and Respect for All:

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](#)."

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.

Emergency Preparedness/Course Continuity:

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

technologies.

Incomplete Grades:

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

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

Appendix A

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

<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 	<u>High</u>
<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) 	<u>High</u>
<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 	<u>Medium</u>
<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 	<u>High</u>
<p>Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.</p> <ul style="list-style-type: none"> ● Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world ● Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 	<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.</p> <ul style="list-style-type: none"> ● Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics ● Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management ● Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets) ● Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices 	<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.

Files - Dropbox | McGraw-Hill Connect | Self Assessments | USC Libraries | Ares - tolan | Harvard business review |

Secure https://usc-primo.hosted.exlibrisgroup.com/primo-explorer/fulldisplay?vid=01USC&search_scope=USC_ALMA&tab=usc_alma&docid=01USC_ALMA51608512350003731&lang=en_US&context=L

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Available from 1997 until 2000

Details

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



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

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Search within this publication

Publication Details For "Harvard Business Review"

Title: Harvard Business Review
ISSN: 0017-8012
Publisher Information: Harvard Business School Publication Corp.
60 Harvard Way
Boston MA 02163
United States of America
Bibliographic Records: 10/01/1922 to present
Full Text: 10/01/1922 to present
Publication Type: Periodical
Subjects: Management, Strategic Planning
Description: Written for upper level management. Presents analysis of management problems and helpful commentary on advanced thinking and practice in all fields of management and administration.
Publisher URL: <http://www.hbr.org>
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Peer Reviewed: No

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Vol. 76 Issue 1 - Jan/Feb/1998

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LANDING PAGE:

UNIVERSITY OF SOUTHERN CALIFORNIA

Search Results: 1 - 10 of 16

1. **Think Again.**
By Stone, Nan. *Harvard Business Review* May/Jun/98, Vol. 76 Issue 3, p6-6. 1p. Abstract: The article presents a preface for various articles published within the issue, highlighting the common theme of profit pools. (AN 17077719)
Subjects: Business planning. Financial management. Portfolio Management. Prefaces & forewords
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2. **BRIEFINGS FROM THE EDITORS.**
By Owens, Andrea; Gifford Jr., Dan; Cliffe, Sarah; Landry, John T.; Couls, Diane L. *Harvard Business Review* May/Jun/98, Vol. 76 Issue 3, p12-21. 6p. 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 Kevin Donovan, Joel Shaker and Ash Gupta examined the role of consumers purchase intentions in predicting subsequent sales. They found that consumers are not reliable predictors of their own purchasing behavior and that purchase-intention surveys are more effective in predicting sales of existing products. In the field of finance, researcher Craig Dunbar revealed the disadvantage of stock splits. The study revealed that stock splits generate poor returns in the succeeding years. (AN 544477)
Subjects: Business research. Marketing research. Emerging markets. Consumer behavior. Stock splitting. Market surveys. Sales forecasting. Rate of return. Teams in the workplace. United States; Research and Development in the Social Sciences and Humanities. Marketing Research and Public Opinion Polling
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3. **DOES THIS COMPANY NEED A UNION?**
By von Hoffman, Constantine; Schurman, Susan; Masten, Marco F.; Alton, Robert S.; Blanchard, Jacqueline H. *Harvard Business Review* May/Jun/98, Vol. 76 Issue 3, p24-28. 5p. 1 Color Photograph, 5 Black and White Photographs. Abstract: No doubt about it, the top managers in the Kodak case study agree, Welington Associates is a great place to work. Analysts at the high-tech consulting firm enjoy some of the best pay in the industry. And their benefits are extensive: flex time, liberal educational opportunities, comprehensive medical and dental coverage, generous vacation leave, and even on-site day care. So it came as something of a shock to CEO Jane Welington and her top executives when HR chief Devin Cusack startled out the weekly senior-management meeting by declaring that the United Office Workers Union had begun organizing the support staff. Turns out, Cusack explained, that the company looks very different from the support staff's point of view. Although their starting salaries are indeed competitive, raises average a mere 2% to 3%, and promotions to professional ranks are rare. Medical and dental coverage take a greater chunk out of 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. What to do? Suggestions ranged from "let 'em go" to "nothing before calling in legal counsel." Five commentators examine Welington's options and its legal obligations. (ABSTRACT FROM AUTHOR) (AN 544479)
Subjects: Labor organizing. Clerks. Employee fringe benefits. Conflict management. Industrial relations. Employee participation in management. Employee complaints. Labor economics. Collective bargaining. Other Insurance Funds. Health and Welfare Funds. Labor Unions and Similar Labor Organizations
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SCROLL DOWN TO FIND ARTICLE (if necessary):

The screenshot shows a web browser window with several tabs open. The main content area displays a list of articles from Harvard Business Review. The articles are numbered 6, 7, and 8. Article 6 is 'CREATING CORPORATE ADVANTAGE', article 7 is 'THE NECESSARY ART OF PERSUASION', and article 8 is 'EMPOWERMENT: THE EMPEROR'S NEW CLOTHES'. Each article entry includes the author's name, the journal title, volume and issue information, a brief abstract, and a 'PDF Full Text' link. A large black arrow points from the left side of the page towards the 'THE NECESSARY ART OF PERSUASION' article entry.

6. **CREATING CORPORATE ADVANTAGE.**
By: Collis, David J.; Montgomery, Cynthia A. *Harvard Business Review* May/Jun98, 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 role should the corporate office play? How should the corporation measure and control performance? Through detailed case studies of Tyco International, Sharp, the Newell Company, and Saatchi and Saatchi, the authors demonstrate that the answers to all those questions are driven largely by the nature of a company's special resources—its assets, skills, and capabilities. These range along a continuum from the highly specialized at one end to the very general at the other. A corporation's location on the continuum constrains the set of businesses it should compete in and limits its choices about the design of its organization. Applying the framework, the authors point out the common mistakes that result from misaligned corporate strategies. Companies mistakenly enter businesses based on similarities in products rather than the resources that contribute to competitive advantage in each business. Instead of tailoring organizational structures and systems to the needs of a particular strategy, they create plan-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. **INSIGHTS:** Relatedness is about resources, not products. Should corporate resources be shared or transferred? Financial versus operating control. **[ABSTRACT FROM AUTHOR] (AN: 547126)**
Subjects: Business planning; Strategic planning; Corporate growth; Conglomerate corporations; Financial performance; Economic value added (Corporations); Competitive advantage in business; Tyco International Ltd.; Newell Co.; Sharp Corp.; Offices of Other Holding Companies
Times Cited in this Database: (15)
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7. **THE NECESSARY ART OF PERSUASION.**
By: Conger, Jay A. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p84-95. 12p. 2 Color Photographs. Abstract: Business today is largely run by teams and populated by authority-averse baby boomers and Generation Xers. That makes persuasion more important than ever as a managerial tool. But contrary to popular belief, the author asserts, persuasion is not the same as selling an idea or convincing opponents to see things your way. It is instead a process of learning from others and negotiating a shared solution. To that end, persuasion consists of four essential elements: establishing credibility, framing to find common ground, providing vivid evidence, and connecting emotionally. Credibility grows, the author says, out of five sources: expertise and relationships. The former is a function of product or process knowledge and the latter a history of listening to and working in the best interest of others. But even if a persuader's credibility is high, his position must make sense—even more, it must appeal—to the audience. Therefore, a persuader must frame his position to illuminate its benefits to everyone who will feel its impact. Persuasion then becomes a matter of presenting evidence—but not just ordinary charts and spreadsheets. The author says the most effective persuaders use wit—even over the top—stories, metaphors, and examples to make their positions come alive. Finally, good persuaders have the ability to accurately sense and respond to their audience's emotional state. Sometimes, that means they have to suppress their own emotions, at other times, they must intensify them. Persuasion can be a force for enormous good in an organization, but people must understand it for what it is: an often painstaking process that requires insight, planning, and compromise. **INSIGHTS:** Twelve years of watching and listening. Four ways not to persuade. **[ABSTRACT FROM AUTHOR] (AN: 547142)**
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](#) (8/11/8) [Find it @ USC](#)

8. **EMPOWERMENT: THE EMPEROR'S NEW CLOTHES.**
By: Argiris, Chris. *Harvard Business Review* May/Jun98, Vol. 76 Issue 3, p98-105. 8p. 2 Color Photographs. Abstract: Everyone talks about empowerment, but it's not working. CEOs subtly undermine empowerment. Employees are often unprepared or unwilling to assume the new responsibilities it entails. Even change professionals stifle it. When empowerment is used as the ultimate criteria of success in organizations, it covers up many of the deeper problems that they must overcome. To understand this apparent contradiction, the author explores two kinds of commitment: external and internal. External commitment—or contractual compliance—is what employees display when they have little control over their destinies and are accustomed to working under the command-and-control model. Internal commitment occurs when employees are committed to a particular project, person, or program for their own individual reasons or motivations. Internal commitment is very closely allied with empowerment. The problem with change programs designed to encourage empowerment is that they actually end up creating more external than internal commitment. One reason is that these programs are rife with inner contradictions and send out mixed messages like "do your own thing—the way we tell you." The result is that employees feel little responsibility for the change program, and people throughout the organization feel less empowered. What can be done? Companies would do well to recognize potential inconsistencies in their change programs; to understand that empowerment has its limits; to establish working conditions that encourage employees' internal commitment; and to realize that morale and eyes-empowerment are polytropic criteria in organizations. The ultimate goal is performance. **[ABSTRACT FROM AUTHOR] (AN: 547147)**

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

Appendix C

Research Participation and Requirements – Frequently Asked Questions

FAQs about Lab Studies

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

A: If you previously took BUAD 304 and you already have a SONA account, you will need to email the SONA administrator (mor.sona@marshall.usc.edu) from your USC email account in order to request account reactivation. Please enter “Account Reactivation Request” in the subject line. Past credits earned cannot be used for current courses. If you see past credits appearing in your profile, notify the SONA administrator. Please note the deadline to reactivate is the same registration date.

Due to the large number of requests that come through, it may take up to 2 business days to reactivate your account. You will receive an automated confirmation email when your account has been activated.

Q: I didn’t sign up for my reserved study and/or I missed my email invitation, and all the timeslots are full. What can I do?

A: Timeslots tend to fill up quickly as many students are looking for credits. If it is an in-person session and you cannot make it, please cancel as soon as you know to allow somebody else to sign up for the slot. You can cancel your slot by logging into the website and going to "My Studies".

If by the time you check online and no timeslots are available, there are a few things you can do:

- 1) Keep on checking to see whether somebody cancels or if additional slots become available for that study.
- 2) For studies run in-person, you can show up for a session that works with your schedule and see if somebody does not show up and take their spot. However, you will only be admitted if somebody cancels. Please have your USC email address with you.
- 3) We will note that you still need a credit, so please wait for your next invitation email. We are continuously monitoring the studies, so you will be prioritized with credits later in the semester.

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 I have an in-person study, where are the studies located?

A: In-person studies will be held in the Lower Level (LL) of Verna and Peter Dauterive Hall (VPD). Depending on your study, the room may be in one of three rooms: LL102, LL110 or LL112. All rooms are on the Lower Level. 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 credits?

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: 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 submit 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: 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 submit 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.

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

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

Week	Class & Date	Topic	Reading & Pework	Deliverables & Due Dates
1	M 1/9	Welcome & Introduction	<p>Textbook Reading: Chapter 1 & 7</p> <p>Ares Reading: Vermeulen, F. “Beware the Sirens of Management Pseudo Science” Pfeffer, J. & Sutton, R. “Trust the Evidence, Not Your Instincts”</p> <p>Other: Watch the USC-CT and Case Analysis videos at https://www.marshall.usc.edu/faculty-research/critical-thinking-initiative/5-step-usc-ct-problem-solving-process Sign up for <i>Connect</i> online. Access code comes with your textbook or on Blackboard</p>	Complete readings, assessments, and any other prework before coming to class
	W 1/11	Values, Attitudes & Emotions	<p>Textbook Reading: Chapter 2 & 3</p> <p>Ares Reading: Park, N. & Peterson, C. “Character Strengths: Research and Practice”</p> <p>Assessments: Take the VIA Character Strengths Assessment at www.Viacharacter.Org Self-Assessment <i>Connect 3.1</i>: What Is My Big Five Personality Profile? Self-Assessment <i>Connect 3.4</i>: What is your level of emotional intelligence?</p>	Bring VIA assessment results & <i>Connect</i> assessment results to class
2	M 1/16	Martin Luther King Day	No Class	
	W 1/18	Motivation	ELC Motivation Exercise: Class meets in Experiential Learning Center (ELC) basement of JFF	Bring O*Net Interest Profiler results to class in ELC

			Assessments: O*NET Interest Profiler – Instructions located on Blackboard https://www.onetcenter.org/IP.html#web-based	
3	M 1/23	Motivation	Textbook reading: Chapters 5 & 6 Ares Reading: Kerr, S. “On the folly of rewarding A, while hoping for B” Pfeffer, J. “Six dangerous myths about pay” Assessments: Self-Assessment <i>Connect 5.1: Assessing Your Acquired Needs</i>	Bring <i>Connect</i> assessment results to class
	W 1/25	Communication, Conflict & Negotiation	Textbook Reading: Chapters 9 & 10 Ares Reading: Rutledge, J. “The portrait on my office wall” Assessments: Self-Assessment <i>Connect 9.1: Assessing My Communication Competence</i> Self-Assessment <i>Connect 10.5: Preferred Conflict Handling Style</i>	Bring <i>Connect</i> assessment results to class
4	M 1/30	Decision Making	Textbook Reading: Chapter 11(pp. 424-451) Ares Reading: Greenwald, T. “How AI is Transforming the Workplace” Case Coursepack: Polzer, J. “Trust the Algorithm or Your Gut” Assessments: Self-Assessment <i>Connect 11.2: What is my decision-making style?</i>	Case analysis “Trust the Algorithm or Your Gut” due 1/29 by 11:59 pm via Blackboard Bring <i>Connect</i> assessment results to class
	W 2/1	Decision Making	ELC Decision Making Exercise: Class meets in Experiential Learning Center (ELC) basement of JFF	

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5	M 2/6	Power, Politics & Influence	Textbook Reading: Chapter 12 Ares Reading: Conger, J. "The necessary art of persuasion" Cialdini, R. "Harnessing the science of persuasion" Case Coursepack: "Thomas Green: Power, Office Politics and a Career in Crisis" Assessments: Self-Assessment <i>Connect 12.1</i> : What kind of power do I prefer? Self-Assessment <i>Connect 12.2</i> : What influence tactics do I use?	Case analysis "Thomas Green: Power, Office Politics and a Career in Crisis" due 2/5 by 11:59 pm via Blackboard Bring <i>Connect</i> assessment results to class
	W 2/8	Power, Politics & Influence	ELC Power and Personalities Exercise: Class meets in Experiential Learning Center (ELC) basement of JFF	
6	M 2/13	Power, Politics & Influence	12 Angry Men: In Class Exercise	
	W 2/15	Step Back, Reflect & Review	In Class Review of Material on Midterm Exam	
7	M 2/20	Presidents' Day	No Class Today	
	W 2/22	Midterm Exam		

8	M 2/27	Teams I	<p>Textbook Reading: Chapter 8</p> <p>Ares Reading: Coutu, D. “Why teams don’t work” Duhigg, C. “What Google Learned from its Quest to Build the Perfect Team”</p> <p>Watch Video: “Teamwork on the Fly “(2:31) by Professor Amy Edmonson on HBR Video https://hbr.org/video/2226849431001/teamwork-on-the-fly</p> <p>Assessments: Self-assessment <i>Connect 8.1</i>: Group and Team Role Preference Scale</p>	Bring <i>Connect</i> assessment results to class
	W 3/1	Teams II	ELC Teams Exercise: Class meets in Experiential Learning Center (ELC) basement of JFF	Team project proposal due 2/28 by 11:59 pm via Blackboard
9	M 3/6	Teams III	<p>Ares Reading: Katzenbach, J. & Smith, D. “The discipline of teams.”</p> <p>Watch Video: YouTube Video: “Five Dysfunctions of a Team” (36:11) https://www.youtube.com/watch?v=O5EQW026alY&t=1183s</p> <p>Case Coursepack: “Army Crew Team”</p>	Case analysis “Army Crew Team” due 3/5 by 11:59 pm via Blackboard
	W 3/8	Team Project Workshop	Moving Ahead on Your Team Project: In Class Exercise	

10	M 3/13 & W 3/15	Spring Break	No Class This Week	
11	M 3/20	Diversity, Equity & Inclusion I	<p>Textbook Reading: Chapter 4</p> <p>Podcast: Knowledge@Wharton podcast: “How Diversity Powers Team Performance” by Scott Page http://knowledge.wharton.upenn.edu/article/great-teams-diversity/</p> <p>Case Coursepack: “Managing Diversity and Inclusion at Yelp”</p>	Case analysis “Managing Diversity and Inclusion at Yelp” due 3/19 by 11:59 pm via Blackboard
	W 3/22	Diversity, Equity & Inclusion II	DEI in Class Exercise	
12	M 3/27	Organization Culture	<p>Textbook Reading: Chapter 14</p> <p>Assessments: <i>Connect 14.2</i>: What type of organizational culture do I prefer?</p>	Bring <i>Connect</i> assessment results to class

	W 3/29	Organization Structure & Design	<p>Textbook Reading: Chapter 15</p> <p>Ares Reading: Mercer Delta Consulting. “The Congruence Model: A Roadmap for Understanding Organizational Performance” Greiner, L. “Evolution and Revolution as Organizations Grow”</p> <p>Case Coursepack: “Wildfire Entertainment: Organizational Structure Archetypes”</p>	Case analysis “Wildfire Entertainment: Organizational Structure Archetypes” due 3/28 by 11:59 pm via Blackboard
13	M 4/3	Organization Change	<p>Textbook Reading: Chapter 16</p> <p>Ares Reading: T. Cummings. “From Programmed Change to Self Design: Learning How to Change”</p> <p>Assessment: <i>Connect 16.2:</i> What is Your Readiness for Change? <i>Connect 16.3:</i> Assessing Your Resistance to Change?</p>	Bring <i>Connect</i> assessment results to class
	W 4/5	Organization Exercise Omega Systems	<p><u>Video Assignment:</u> Complete the video interviews of the Omega executives PRIOR to class using the following link: elcsrv.marshall.usc.edu/omega/ This link is only active through USC computers or using VPN to access the USC network. Instructions for accessing VPN are on Blackboard.</p>	Prior to class, your team will need to assign each member to interview several of the 9 Omega executives. At least 2 members interview the same executive, so details will not be missed. Bring your interview notes to class.
14	M 4/10	Team Project Presentations		Project paper due 4/9 by 11:59 pm via Blackboard
	W 4/12	Team Project Presentations		
15	M 4/17	Personal Leadership Skills	<p>Textbook Reading: Chapter 13</p> <p>Assessment: <i>Connect 13.1:</i> Assessing your readiness to assume a leadership role</p>	Project Self & Peer Evaluations due by 4/16 by 11:59 pm via Qualtrics

			Connect 13.2: Assessing your task and leadership-oriented leader behavior	
	W 4/19		ELC Meta-4 Exercise: Class meets in Experiential Learning Center (ELC) basement of JFF	
16	M 4/24	Leadership in 21 st Century	Ares Reading: <ul style="list-style-type: none"> • Boudreau & Donner. “ Are You Ready to Lead Work Without Jobs.” • Westerman. “Rethinking Assumptions About How Employees Work.” • Fuller et al. “Rethinking the On-Demand Workforce.” • Mankins et al. “Future-Proofing Your Organization.” ONLINE ARTICLE: <ul style="list-style-type: none"> • The Hybrid Hitch (Briefings Magazine by Korn Ferry): https://www.kornferry.com/insights/briefings-magazine/issue-48/the-hybrid-hitch 	
	W 4/26	Step Back, Reflect & Review		Personal Reflection Paper due 4/25 by 11:59 pm via Blackboard
	5/3- 5/10	Final Exam	See University final examination schedule at Final Examinations Schedule · USC Schedule of Classes	