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**Professor:** Thomas G. Cummings

**Office:** HOH 514

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

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### **Course Description**

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

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

This combined focus on organizational knowledge and leadership behaviors will enable you to use sound judgment in making complex decisions, manage relationships with others, motivate 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**

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.

### **Course Materials**

You need the following resources for this course.

(1) Textbook & ONLINE version of *Organizational Behavior: A Practical, Connect/LearnSmart Problem-Solving Approach* 3<sup>rd</sup> ed. Angelo Kinicki (2021): McGraw Hill.

Purchase the ONLINE version of the textbook via Blackboard following 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 2024. Instructions for how to download the articles are posted on Blackboard.

(3) Case Reader: Purchase BUAD 304 Spring Organizational Behavior & Leadership Coursepack at <https://hbsp.harvard.edu/import/1127365> (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. <https://vimeo.com/388331882>
2. Personal assessments in the class schedule via *McGraw-Hill Connect* or a website.
3. Any additional readings and/or assessments will be posted on Blackboard.

### Blackboard

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

### Grading

<b>Individual Assignments</b>	<b>15%</b>
<i>Case Analyses (5 cases)</i>	5
<i>Personal Reflection Paper</i>	10
<b>Team Project</b>	<b>30%</b>
<i>Proposal</i>	3
<i>Paper</i>	20
<i>Presentation</i>	5
<i>Self &amp; Peer Evaluation</i>	2
<b>Exams</b>	<b>40%</b>
Midterm	20
Final	20
<b>Participation</b>	<b>15%</b>
<i>Active Class Participation &amp;     Team Engagement</i>	13
<i>Research studies</i>	2
<b>Total</b>	<b>100%</b>

**Review of Grades:** Feedback and reflection are critical to learning. I am available 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. In the event that exams or 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 will meet with you after you meet with the TA if you have any additional questions or concerns.

### **Course Requirements: Individual Assignments**

**Case Analysis:** To prepare to engage in classroom case discussions, you will need to complete a 1-page analysis of the assigned case before attending class. This will enable you to apply the concepts and theories from the assigned readings to a real-world situation. This goes beyond simply reading the case. 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 are posted on Blackboard.

**Personal Reflection Paper:** You will write a paper that describes what you have learned about yourself and your capability as a leader from your experiences and learning in the course. This involves thoughtful reflection and insightful connection between your course experience and the learning or insights you have gained about yourself. Narrative accounts that convey an understanding of your experience supported by course material and your personal assessment results are helpful. You may want to record a learning journal or notes throughout the semester to aid in the writing this paper at the end of the semester. Instructions and a grading rubric are posted on Blackboard.

### **Course Requirements: Team Project**

You will work together with classmates 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.

Or,

(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).

There are four “deliverables” for this team project. Submitted assignments should use 12-point, Times-Roman font, double spaced, 1-inch margins on all sides.

- 1) Project proposal (1-page memo) and team contract (appendix)
- 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 are discussed in class and posted on Blackboard.

The final grade for this project is based on the four components outlined above. Further instructions and grading rubrics are posted on Blackboard.

Grades for individual student contributions to team projects 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. The midterm covers material from the first half of the course; the final covers material from the second-half of the course. 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. Make-up exams will not be 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. 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 final exam, please notify me early in the semester so we can make the necessary arrangements. If you wait until the day of the exam, it is highly unlikely that I will be able to accommodate extra time or any other accommodation. If you have any questions or concerns, please come and speak with me. I am eager to make every student successful in any way I can.

## **Course Requirements: Participation**

**Class Participation and Team Engagement:** This part of your grade will be based on consistent and effective contributions to class discussions and activities and active engagement with your project team. 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, and engagement. Discussions will be richer if you share your unique perspective. There is rarely one right answer in organizational behavior and leadership. It may take courage, patience, and imagination to engage with the course material and your classmates. Our classroom will be a psychologically safe space where we can all learn together and benefit from each other's perspectives and experiences.

## **Course Requirements: Research Studies**

One 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 you with an opportunity to contribute to Marshall School research. The research participation requirement is a comprehensive experience that includes research lab participation and field study contributions as integrated components. To receive full participation credit, please complete these four steps.

**Step 1:** Register for SONA account to participate in lab studies

(<http://marshall-mor.sona-systems.com/>)

**Step 2:** Complete the mandatory prescreen to participate in studies.

**Step 3:** Sign up for and participate in studies

**Step 4:** Recruit a full-time employee and their coworker and supervisor for a survey.

### **Participate in Lab Studies (Steps 1, 2, and 3)**

Participate in research studies, either online or in-person. Each study you complete, typically lasting no more than an hour, will earn you 0.5 or 1.0 credit based on its length and complexity.

Your goal is to accumulate 2.0 credits over the semester to meet the research requirement. Please note, you must be at least 18 years old by **Friday, February 16, 2024** to participate. If you will not be 18 by this date, consult with your professor for an alternative assignment (details below).

**Step 1: Register for SONA account to participate in lab studies by **Friday, February 2, 2024****

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. Those who do not register by this date will be required to complete the alternative assignment (see below). \*If you previously had an account from a past BUAD 304 course, see FAQs below.

**Step 2: Complete the mandatory prescreen to participate in studies by **Friday, March 1, 2024****

Before you can view or receive invitations to participate in studies, it's mandatory to first complete the prescreening questions. This initial step helps to determine your eligibility for various studies and customize your study offerings. Ensure that these questions are answered accurately and thoroughly, as they directly influence the studies available to you. Once the prescreening process is successfully completed, you will start receiving study invitations that align with your responses.

**Step 3: Sign up for and participate in studies**

-Complete at least one study by **Friday, March 1, 2024**

-Complete all study invitations by **Friday, April 26, 2024** (last day of classes).

Once you can access your SONA account, you'll receive personalized email invitations to enroll in available studies. These email invitations are unique to you, so it is important to sign up when you receive them. You will have 3 days to secure your spot to participate in the study. Once you sign up, the study webpage will indicate the deadline to complete the study.

Studies typically start 3-4 weeks into the semester, offered at various times and days, either online or in-person. For online studies, complete them in one session by the due date listed. If participating in-person, punctuality is critical to earn credit. If you can't attend, cancel at least 6 hours beforehand.

These email invitations ensure enough studies are available throughout the semester to meet the requirement. However, delaying participation may result in a shortage of studies during the final weeks. Therefore, seize opportunities to earn credits early in the semester to guarantee meeting the requirement.

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

Please make sure you can visit the Marketing research study website that your Marketing professor has given you (see your Marketing course syllabus). Each course has its own unique SONA Systems web address. Credits will NOT transfer from one course to another for credit fulfillment. No exceptions.

**Questions for Lab Studies (Steps 1, 2, and 3):** 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](mailto:mor.sona@marshall.usc.edu)).

**Contribute to Field Studies (Step 4)**

**Step 4: Recruit a full-time employee and their coworker and supervisor for a survey by **Friday, February 16, 2024 at 11:59 pm PDT****

You will submit their information (names and emails) via a webform provided as a link on the SONA platform. This submission, akin to the prescreening process, is required. If for any reason you cannot or choose not to complete this task, you will have the option to elect to do an additional 1.0 credit worth of lab studies. Please refer to the guidelines for an alternative assignment for more details.

To fulfill this requirement, you'll need to identify a full-time employee, along with a coworker and a supervisor who know them well, all willing to complete an online survey about their 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.

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 participate in a survey.
- The name and email address of a **supervisor** of theirs who is willing to participate in a survey.

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. We will at some point in the semester contact them as needed.

**Questions for Field Studies (Step 4):** 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](mailto:mor.research@usc.edu)).

### Alternative Assignments

You can also fulfill your research requirement by writing research papers on topics pre-approved by your Professor. Please see your Professor for details. The deadline to submit papers is **Friday, April 26, 2024** (last day of classes).

#### **Alternative to Participating in Lab Studies (Steps 1, 2, and 3)**

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 study requirement of your participation grade by engaging in literature-based research on topics relevant to the course. To do so, you will need to write **TWO** short (3-page) research papers on topics pre-approved by your Professor.

#### **Alternative to Contributing to Field Studies (Step 4)**

If you are unable to find three employees willing to participate in the survey, you can *either* complete 1 additional credit of lab 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](mailto:mor.research@usc.edu)) to let us know this is how you

will complete your field data research requirement. Please make sure to complete this additional credit by **Friday, April 26, 2024**, 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 research paper, please contact your professor so that they can make a note of how you will fulfill this component of your research requirement.

### **Statement on Use of AI Tools**

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups if a team assignment. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

### **Weekly Schedule**

The Weekly Schedule is included in a separate document.

*Weekly Class Schedule is a separate document on Blackboard (easier to read)*

### **Additional Information**

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

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and ultimately in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course. The centerpiece of Marshall's critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website: <https://vimeo.com/388331882>

#### **Add/Drop Process**

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

interest list will be notified.

### **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: You will need to use your computer laptop or tablet if you are going to access the course via zoom. It is far more important to participate than to take detailed notes. Course PPT slides and Zoom recordings will be posted on Blackboard. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. You should turn off your mobile phone and kept off throughout the class session unless you are using it to access the class session. Participation/Contribution points will be deducted for students misusing technology during class. We invite you to “Be Here, Be Present!” to create an engaging learning community.

### **Religious/Cultural Observance**

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

### **Use of Recordings**

Pursuant to the USC Student Handbook ([www.usc.edu/scampus](http://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](#).”

### **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 12<sup>th</sup> 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 12<sup>th</sup> 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.

### **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, compromises 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 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](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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.

Appendix A



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

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