

BUAD 304: Organizational Behavior and Leadership
Syllabus Spring 2024

Section 14729 Tues/Thurs 2:00pm-3:50pm in JFF LL101

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Office Hours: Fridays 9:45am-10:45am via Zoom or by appointment.

Use the following Zoom link to join office hours: <https://usc.zoom.us/j/97170602558>

Teaching Assistants: Ph.D. Candidates [Samantha Martinez](#), [Jacob Roberson](#), & [Yiran Wang](#)

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.
- 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.

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 (2020). 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 roughly \$83 - a significant discount.

To purchase the required ONLINE version of our textbook via Blackboard, *Organizational Behavior: A Practical, Problem-Solving Approach*, 3rd edition by Angelo Kinicki (2020) follow these instructions to register directly with McGraw Hill.

1. Sign into our course Blackboard site (blackboard.usc.edu)
2. Go to our BUAD 304 Organizational Behavior and Leadership class page.
3. Select Tools from the left column menu.
4. Click on the McGraw Hill Higher Education link from the list.
5. Below "My Connect Section", click Go to My Connect Section.
6. Follow the onscreen instructions to register.

(2) Case Reader: BUAD 304 Spring Organizational Behavior & Leadership Coursepack available for purchase (\$24.75) at <https://hbsp.harvard.edu/import/1129859>. If the link doesn't work, cut & paste the URL into your browser.

(3) Other Readings Other readings listed on the weekly schedule can be found in the "Readings" folder on Blackboard.

Additional 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 before completing the Case Analysis Memo assignment. <https://vimeo.com/388331882>
2. Personal assessments are listed in the class schedule with how to access them via a website or McGraw-Hill Connect.

Course Notes

All course information is available through your Blackboard account. Blackboard is the primary channel of communication for this course so take note of announcements and other email messages you receive. Assignment and exam scores are posted here as well. You can also communicate directly with 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 | | 30% |
| <i>Midterm Assignment</i> | 15 | |
| <i>Final Reflection Paper</i> | 10 | |
| <i>Case Analysis Assignment</i> | 5 | |
| Team Project | | 30% |
| <i>Proposal & Team Contract</i> | 3 | |
| <i>Paper</i> | 15 | |
| <i>Presentation</i> | 10 | |
| <i>Self & Peer Evaluation</i> | 2 | |
| Final Exam | | 25% |
| Participation | | 15% |
| <i>Active Class Participation</i> | 13 | |
| <i>Research Requirement</i> | 1 | |
| <i>Connect Self-Assessments</i> | 1 | |
| TOTAL | | 100% |

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

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

Course Requirements: Individual Assignments

Midterm Exam: The 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 midterm exam will take place in Week 7. Make-up midterm exams will not be permitted.

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

Case Analysis Memo Assignment: You are required to complete a case analysis memo for the Thomas Green case. This assignment will allow you to apply the concepts and theories from the readings to a real-world situation. Case analysis provides scaffolding (i.e., analytical skill development) that will be useful for your team project as well as the exams. The Case Analysis Memo requires you to use the USC-CT framework to identify the root problem and provide recommendations to the individual/company featured in the case. The Case Analysis Memo will consist of (1) identifying the main problem or issue, (2) creating several alternative solutions to

address the problem you've identified, (3) analyzing the benefits and consequences of each possible course of action, and (4) selecting one alternative as your recommendation, along with the supporting logic to explain your reasoning and choices. The Power, Influence, & Networking readings and class concepts are the most relevant for completing this assignment. Additional instructions 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 w/ team contract: A one-page memo with appendix (contract)
- 2) Project paper: An 8-10 page analytical paper
- 3) In-class presentation: A 15-minute presentation, w/ additional 5 min. 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 upon four components - project proposal, project paper, presentation, and self/peer evaluation. The team project will be evaluated according to quality of analysis, appropriate use of course concepts, logic and substantiation of conclusions, and clarity and appeal of your class presentation. The detailed outline of the paper is not graded but you will receive feedback to help improve the final paper. Further instructions and grading rubrics will be posted on Blackboard.

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

Course Requirements: Final Exam

Final Exam: Refer to the exam study guide that I will post on Blackboard for information on the format of the questions, topics covered, and sample questions.

The final exam will take place on the date and time assigned based on the University final examination schedule which you may access here: <https://classes.usc.edu/term-20241/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 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 as early in the semester as possible. I am happy to provide any accommodations to which you are entitled so that you may be as successful as possible in the class.

Course Requirements: Participation

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions and activities. In-class assignments and activities also contribute to this score. 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. In a number of class sessions, we will have a case analysis discussion based on the assigned case. Case analysis allows you to explore how what you learn applies to real world situations and is a great opportunity for you to participate in class.

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. I aim to develop a psychologically safe space where we can all learn together and benefit from our diverse, collective experiences and perspectives.

Research Requirement: 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 science and

research. There are **two components** to the research participation requirement. You must complete both components in order to fulfill your research requirement.

Research 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 16, 2024 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 by Friday, February 2: 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.

Step 2. Complete the mandatory prescreen to participate in studies by Friday, March 1 <http://marshall-mor.sona-systems.com/> 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**

-Earn at least 2 study credits by **Friday, April 26** (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.

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).

Research Requirement Component Two: Contribute to Field Studies

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

To fulfill the second component of the research requirement, 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.

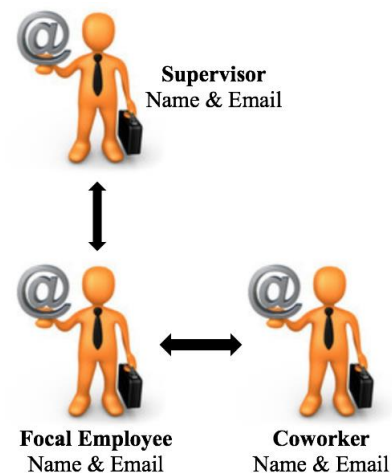
Information Required: The employee who agrees to participate should provide you with the following information:

- 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.

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. 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 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. The deadline to submit papers is April 26, 2024.

Alternative to 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 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) 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**, 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 Around Use of AI Tools

Learning to use AI tools (e.g., ChatGPT or other large language models) is an emerging skill that is important to understand. My perspective on student use of AI tools is informed by three priorities that, unfortunately, are not in perfect alignment. Those priorities are 1) To help you develop critical and analytical thinking and writing skills, 2) To allow you to familiarize yourself with technologies that will undoubtedly play a large role in your professional lives, and 3) To not inadvertently penalize those students who would otherwise abide by an unenforceable class policy (e.g., if I were to adopt a blanket policy of no AI use).

I recognize that some students regularly consult AI tools (e.g., ChatGPT or other LLMs) when completing class assignments and that some percentage of students will continue to do so regardless of any class policy that may be in place. Complicating matters further, it is simply not possible to reliably detect AI-generated text as of early 2024. For more information, see ChatGPT creator OpenAI's response to the question [Do AI detectors work?](#) See also [here](#).

Given these considerations, I will not explicitly prohibit the use of AI tools in this class. However, IF you consult AI tools for any graded assignment in this class, then you will be required to include a paragraph at the end of the assignment explaining what you used the AI for and the exact (i.e., verbatim) prompts you used to get the results. This information will NOT count toward the page limit of the assignment. Failure to fully disclose your use of AI tools in this way will be in violation of academic honesty policies. As AI detection technology improves in the coming weeks and months, I will become increasingly confident in my ability to identify students who use AI tools without proper acknowledgement.

Ultimately, my goal is to uphold principles of academic integrity and ethical conduct while allowing you to explore how AI tools can enhance your learning experience and facilitate academic progress.

Weekly Schedule

The Weekly Schedule is included on the following pages and is posted as a separate document on Blackboard.

| Theme | Week | Day | Date | Topics | Reading/Prework | Deliverables & Due Dates | |
|------------|------|-------|-----------|--|--|---|--|
| Individual | 1 | Tues | 1/9/2024 | Welcome and Introduction to the course | TEXTBOOK READING: <ul style="list-style-type: none"> • Chapters 1 & 7 ADDITIONAL READING: <ul style="list-style-type: none"> • Vermeulen, F. (2013). Beware the Sirens of Management Pseudo Science. • Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts OTHER: <ul style="list-style-type: none"> • Watch the USC-CT and Case Analysis videos at https://vimeo.com/388331882 | Please complete readings, assessments and any other prework BEFORE coming to class in order for us to have more active discussions. This will also be helpful preparation for any in-class exercises. | |
| | | Thurs | 1/11/2024 | Values, Attitudes & Ethics | TEXTBOOK: <ul style="list-style-type: none"> • Chapters 2 & 3 ADDITIONAL READING: <ul style="list-style-type: none"> • Park, N. & Peterson, C. (2009) Character Strengths: Research and Practice ASSESSMENT: <ul style="list-style-type: none"> • Complete the VIA Character Strengths assessment in class • O*NET Interest Profiler - https://www.onetcenter.org/IP.html. Bring results to class on Thursday • Self-Assessment 3.1 What is my Big Five personality profile? • Self-Assessment 3.04: What Is Your Level of Emotional Intelligence? FROM MY DESK (OPTIONAL): <ul style="list-style-type: none"> • How to restore your sense of control when you feel powerless (BBC article): https://www.bbc.com/worklife/article/20201209-how-to-restore-your-sense-of-control-when-you-feel-powerless | | |
| | 2 | Tues | 1/16/2024 | Martin Luther King Jr. Day | No Class Today | | |
| | | Thurs | 1/18/2024 | Motivation Exercise (class meets in the ELC) | TEXTBOOK READING: <ul style="list-style-type: none"> • Chapters 5 & 6 ADDITIONAL READING: <ul style="list-style-type: none"> • Kerr, S. (1995). On the folly of rewarding A, while hoping for B • Pfeffer, J. (1998). Six dangerous myths about pay. | O*NET Interest Profiler - https://www.onetcenter.org/IP.html . Bring results to the ELC today | |
| | | Tues | 1/23/2024 | Motivation | CASE COURSEPACK: <ul style="list-style-type: none"> • SkillsForTomorrow Case ASSESSMENTS: <ul style="list-style-type: none"> • Self Assessment 5.1 – Assessing Your Acquired Needs on Connect FROM MY DESK (OPTIONAL): <ul style="list-style-type: none"> • The script you can use to ask your micromanaging boss for more autonomy at work (Business Insider article): https://tinyurl.com/y44lsqvz | Team project will be explained today so you can start thinking about a company for field work and get started on your proposals. | |

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| | | Thurs | 1/25/2024 | Perception & Decision Making | TEXTBOOK READING: <ul style="list-style-type: none"> • Chapter 11 & Chapter 4.1-4.3 CASE COURSEPACK: <ul style="list-style-type: none"> • Polzer, J. (2018). Trust the Algorithm or Your Gut case ASSESSMENT: <ul style="list-style-type: none"> • Self-Assessment 11.2 What is my decision making style? on Connect | Teams may be assigned this week. Please do not miss class session. |
| | 4 | Tues | 1/30/2024 | Winter Survival Exercise (class meets in the ELC) | | |
| | | Thurs | 2/1/2024 | Power, Influence, & Networking | TEXTBOOK READING: <ul style="list-style-type: none"> • Chapter 12 ADDITIONAL READING: <ul style="list-style-type: none"> • Conger, J. (1998). The necessary art of persuasion. • Cialdini, R. (2001). Harnessing the science of persuasion. CASE COURSEPACK: <ul style="list-style-type: none"> • Thomas Green: Power, Office Politics and a Career in Crisis ASSESSMENTS: <ul style="list-style-type: none"> • Self-Assessment 12.1 What kind of power do I prefer? on Connect • Self-Assessment 12.2 What influence tactics do I use? on Connect FROM MY DESK (OPTIONAL): <ul style="list-style-type: none"> • When Your Authority Fluctuates Throughout the Day (Harvard Business Review article): https://tinyurl.com/AnicichHBR • Making the Most of the Middle (Staples Worklife Magazine article): https://tinyurl.com/y4jhin6c | Thomas Green Case Analysis Memo due Wednesday 1/31 by 11:59 pm via Blackboard |
| | 5 | Tues | 2/6/2024 | Black Cat Winery Exercise (class meets in the ELC) | | |
| | | Thurs | 2/8/2024 | In-class Exercise: 12 Angry Men | | |
| | 6 | Tues | 2/13/2024 | Communication & Conflict | TEXTBOOK READING: <ul style="list-style-type: none"> • Chapters 9 & 10.1-10.4 ASSESSMENTS: <ul style="list-style-type: none"> • Self-Assessment 9.01 Assessing Your Communication Competence on Connect • Self-Assessment 10.5 Preferred Conflict Handling Style on Connect FROM MY DESK (OPTIONAL): <ul style="list-style-type: none"> • CBC Cost of Living Podcast segment on corporate jargon (9-minute audio): https://www.cbc.ca/listen/live-radio/1-379-cost-of-living/clip/16020815-the-case-corporate-jargon • How Powerful, Low-Status Jobs Lead to Conflict (Harvard Business Review Article) https://hbr.org/2016/02/how-powerful-low-status-jobs-lead-to-conflict | |
| | | Thurs | 2/15/2024 | Negotiation | TEXTBOOK READING: <ul style="list-style-type: none"> • Chapter 10.5 ADDITIONAL READING: <ul style="list-style-type: none"> • Rutledge, J. (1996). The portrait on my office wall. | |

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| | 7 | Tues | 2/20/2024 | President's Day | No Class Today | |
| | | Thurs | 2/22/2024 | MIDTERM | | |
| Groups & Teams | 8 | Tues | 2/27/2024 | Teaming Exercise (class meets in the ELC) | Teaming Exercise: Please fill out the worksheet provided by professor and bring responses to ELC | |
| | | Thurs | 2/29/2024 | Team Project Workshop #1 | You will have the entire class period to work on the team project. | |
| | 9 | Tues | 3/5/2024 | Teams Part 1 | <p>TEXTBOOK READING:</p> <ul style="list-style-type: none"> Chapter 8 <p>ADDITIONAL READING:</p> <ul style="list-style-type: none"> Coutu, D. (2009). Why teams don't work. Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. <p>WATCH VIDEO:</p> <ul style="list-style-type: none"> Teamwork on the Fly (2:31) by Professor Amy Edmonson on HBR Video (https://hbr.org/video/2226849431001/teamwork-on-the-fly) <p>ASSESSMENT:</p> <ul style="list-style-type: none"> Self-Assessment 8.1 Group and Team Role Preference Scale on Connect <p>FROM MY DESK (OPTIONAL):</p> <ul style="list-style-type: none"> What Himalayan Mountain Climbers Can Teach Us About Office Hierarchy (Fast Company article): https://tinyurl.com/y33airj7 | |
| | | Thurs | 3/7/2024 | Teams, Part 2 | <p>ADDITIONAL READING:</p> <ul style="list-style-type: none"> Katzenbach, J. & Smith, D. (1993). The discipline of teams. Harvard Business Review, March/April issue Earley & Mosakowski (2004). Cultural Intelligence. Harvard Business Review, October issue Meyer (2014). Navigating the Cultural Minefield. Harvard Business Review, May issue <p>WATCH VIDEO:</p> <ul style="list-style-type: none"> YouTube Video: Five Dysfunctions of a Team (36:18) https://www.youtube.com/watch?v=O5EQW026aIY <p>CASE COURSEPACK:</p> <ul style="list-style-type: none"> SkillsForTomorrow (review) <p>FROM MY DESK (OPTIONAL):</p> <ul style="list-style-type: none"> Too Much Talent (Sports Illustrated Article): https://tinyurl.com/y27m6pxq | Team project proposal & team contract due Thursday 3/7 by 11:59 pm via Blackboard |
| Organizations | 10 | Tues | 3/12/2024 | Spring Break | No Class Today | |
| | | Thurs | 3/14/2024 | Spring Break | No Class Today | |

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| | 11 | Tues | 3/19/2024 | Diversity, Equity, & Inclusion (DEI) | TEXTBOOK READING: <ul style="list-style-type: none"> Chapter 4.4-4.8 PODCAST: <ul style="list-style-type: none"> Knowledge@Wharton podcast: How Diversity Powers Team Performance by Scott Page (http://knowledge.wharton.upenn.edu/article/great-teams-diversity/) CASE COURSEPACK: <ul style="list-style-type: none"> Managing Diversity and Inclusion at Yelp FROM MY DESK (OPTIONAL): <ul style="list-style-type: none"> Design Physical and Digital Spaces to Foster Inclusion (Harvard Business Review article): https://tinyurl.com/AnicichHBRdei | |
| | | Thurs | 3/21/2024 | In-Class DEI Exercise | | |
| | 12 | Tues | 3/26/2024 | Team Project Workshop #2 | You will have the entire class period to work on the team project. | |
| | | Thurs | 3/28/2024 | Organizational Structure & Culture (Part 1) | TEXTBOOK READING: <ul style="list-style-type: none"> Chapters 14 & 15 ASSESSMENT: <ul style="list-style-type: none"> Self-Assessment 14.2: What Type of Organizational Culture Do I Prefer? CASE COURSEPACK: <ul style="list-style-type: none"> Wildfire Entertainment: Organizational Structure Archetypes FROM MY DESK (OPTIONAL): <ul style="list-style-type: none"> How to make your decentralized organization work for you (Decrypt Media article): https://tinyurl.com/y5bq789m Why Being a Middle Manager is So Exhausting (Harvard Business Review article): https://tinyurl.com/y4ax3cwr | In-class exercise: Map a Target Organization's Structure & Culture |
| | | Tues | 4/2/2024 | Organizational Structure & Culture (Part 2) | | |
| | Integration & Wrap-Up | 13 | Thurs | 4/4/2024 | Organizational Change | TEXTBOOK READING: <ul style="list-style-type: none"> Chapter 16 ADDITIONAL READING: <ul style="list-style-type: none"> Carucci, R. (2021, HBR). How Leaders Get in the Way of Organizational Change Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations. ASSESSMENT: <ul style="list-style-type: none"> Self-Assessment 16.2: What Is Your Readiness for Change? Self-Assessment 16.3: Assessing Your Resistance to Change |
| Tues | | | 4/9/2024 | Team Project Presentations | | Have ONE team member submit presentation slides via Blackboard before class begins on 4/9. |
| 14 | | Thurs | 4/11/2024 | Team Project Presentations | | Project Self & Peer Evaluations due by 11:59 pm on Friday 4/12 via Qualtrics |
| | | Tues | 4/16/2024 | Meta-4 Exercise (class meets in the ELC) | | |

| | | | | | | |
|-------------------|-------|----------------|--------------------------|-------------------------------------|---|--|
| | | Thurs | 4/18/2024 | In-class Exercise: Omega Systems | <p>VIDEO ASSIGNMENT:</p> <ul style="list-style-type: none"> • Complete the video interviews of the Omega executives PRIOR to class using the following link: elcsrv.marshall.usc.edu/omega. Please be aware that this link is only active through USC computers or using VPN to access the USC network. Instructions for accessing VPN are on Blackboard. | Prior to class, your team will need to assign each team member to interview several of the 9 Omega Systems executives. It is a good plan to have at least 2 people interview each executive so you do not miss any details. Make assignments to make sure that everyone gets interviewed. Bring your interview notes to class to assist in the exercise. |
| | 16 | Tues | 4/23/2024 | Leadership in the 21st Century | <p>ADDITIONAL READING:</p> <ul style="list-style-type: none"> • Alavi & Westerman (2023, HBR) - How Generative AI Will Transform Knowledge Work • Fuller et al. (2020, HBR). Rethinking the On-Demand Workforce • Mankins et al., (2021, HBR). Future-Proofing Your Organization <p>FROM MY DESK (OPTIONAL):</p> <ul style="list-style-type: none"> • How to make the hybrid workforce model work (Financial Times article): https://tinyurl.com/y3q8xp5l • The Hybrid Hitch (in Briefings Magazine by Korn Ferry): https://tinyurl.com/2p8akz8b | |
| | | Thurs | 4/25/2024 | Final Review | Bring questions for review. Course evaluations will be completed in class. | Personal Reflection Paper due Friday 4/26 by 11:59 pm via Blackboard |
| Final Exam | 17-18 | Wed-Wed | 5/1/2024-5/8/2024 | FINAL EXAM | See University Final Examinations Schedule https://classes.usc.edu/term-20241/finals/ | |

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

Review of Grades

Feedback and reflection are critical to learning, and especially for learning from our mistakes. I am happy to discuss how you are performing on assignments or in class participation to help you improve and/or 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 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 assignments are graded by a Teaching Assistant, you will meet with the TA first since s/he will be in the best position to provide useful feedback. I am happy to meet with you after you meet with the TA if you have any additional questions or concerns.

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/>).

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://vimeo.com/388331882>

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). Please also see the Statement Around Use of AI Tools above.

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.

[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 (<https://policy.usc.edu/wp-content/uploads/2021/04/SCampus-Part-B.pdf>, 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 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

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.