MOR 471:
Managing and Developing People
Human Resource Management (HRM)
Syllabus – Fall 2024

Section 16685 - 4 Units
Tues/Thurs: 2PM – 3:50PM
Classroom: JFF LL102

Professor: Keven Brahim Kaddi
Email: kaddi@marshall.usc.edu
Office Hours: Via Zoom or In Person - By appointment

Course Description:

Managing and Developing People: Exploring the Future of HR in Business

Course Overview:

Welcome to **Managing and Developing People**, a dynamic and engaging course designed to equip you with the knowledge and skills to navigate the ever-evolving landscape of Human Resources (HR) in business. This course builds upon the fundamentals of the core functions of Human Resources to explore systemic approaches that industry leading organizations have adopted to position HR as an agile strategic partner within any organization. Supporting employees as strategic resources demands an approach that recognizes the critical positioning of an organization within a competitive and increasingly global environment where there are many diverse groups of economic contributors, and where the development and deployment of talented employees requires a systemic partnership cross-functionally within the organization.

This course is designed for two distinct groups of undergraduate business students:
1. **Future General Managers:** If you aspire to leadership roles and want to understand how HR can be a strategic partner in defining, enabling, and supporting your organizational goals, this course is for you. Learn how to effectively manage and develop people, leverage HR data and analytics, and build high-performing teams.
2. **Aspiring HR Professionals:** If you are interested in pursuing a career in HR, this course equips you with the knowledge and skills to thrive in the ever-changing world of work. Gain a deep understanding of current HR trends, systemic approaches, and how to meet the evolving needs of the individual employee and the broader organization.

Course Topics:

- **Managing and Developing Talent:** Attract, recruit, retain, and develop high-performing individuals through strategic talent management practices
- **Performance Management:** Design and implement performance management systems that drive individual and organizational growth
- **Compensation and Benefits:** Align compensation and benefits with organizational strategy to support employee engagement and performance
- **HR Compliance:** Examine how federal, state, and local employment laws and regulations impact and support organizational safety, security, and alignment with internal organizational values and culture as well as external government entities
- **HR Technology:** Explore how technology is transforming HR functions and how to leverage tools and data for better decision-making
- **HR Analytics:** Navigate the collection, analysis, and interpretation of HR data to inform strategic decision-making
- **Diversity, Equity, and Inclusion (DE&I):** Attract and sustain diverse employee demographics representative of the communities the organization serves while promoting equity, inclusion, and belonging
- **The Future of Work:** Explore the trends and challenges shaping the future of work, including distributed workplaces, automation, globalization, and the changing workforce demographics
- **Systemic HR:** Investigate the shift from transactional HR to a strategic and integrated approach, focusing on aligning people strategy with business goals

Course Structure:

- Engaging lectures and discussions with real-world case studies
- Interactive activities and simulations
- Project based activities
- Practical application of online resources and tools
- Interviewing and engaging with HR practitioners

Learning Objectives:

1. Identify how successful companies manage human resources to compete more effectively in a dynamic environment.
2. Examine the changing context of people management within organizations.
3. Explore alignment of human resources activities with the strategy and goals of the organization.
4. Examine how key partnerships within the firm are critical to managing the selection, development, and deployment of employees.

5. Identify more effective ways to manage individual and collective performance for greater organizational and individual growth.
6. Examine the full range of human resource management activities to select, develop, deploy, and compensate members of the organization within a legal and ethical organizational framework.

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

Required Materials:

Textbook: Fundamentals of Human Resource Management, Raymond A. Noe, John R. Hollenbeck, Barry Gerhart, Patrick M. Wright, 2024 Release. McGraw Hill Connect – register for an account if you do not already have one in order to access the ONLINE version of the textbook for use in class.

Cases & Supplemental Articles *(Instructions on access TBD as needed in advance of topic coverage in class)*

Prerequisites and/or Recommended Preparation:

BUAD 304 Organizational Behavior and Leadership

Course Communication: Brightspace Course Management System

The Marshall School of Business is using the Brightspace Course Management System for faculty – student communication. If you are registered in this course, you have access to this CMS. If you are accustomed to using other email services, please link them to the USC system so that you receive emails in a timely manner.

You should begin the habit of checking Brightspace for additional information on a very regular basis as it is the primary channel of communication for this course. The course syllabus has been posted. Additional course lecture notes/materials, further details on assignments, and general course announcements, will be posted throughout the semester.

Course Format:

We will use a variety of learning activities, including lecture, discussion, case analyses, team activities, self-assessment, guest speakers, and experiential exercises to enhance the learning experience. Some interviewing and other field research activities will be assigned to gain greater knowledge about different approaches to the management of people and performance and the various professional activities performed by the human resource management function.

Attendance and Punctuality

You are expected to attend *all* scheduled class sessions and to be in your seat, ready to learn, at the start of class. Should you need to be absent, the courtesy of an e-mail from you PRIOR to the start of class is expected. Because life comes at us fast and is often unpredictable, everyone will receive 2 absences without an impact to the participation grade.

Please note that ELC activities are non-negotiable – so missing an ELC session will negatively affect your participation grade since an ELC date involves teamwork. There are no make-up ELC sessions for this course.

Preparation

You are expected to come to class fully prepared, with all required written assignments and readings completed. *This includes being fully prepared even if you were unable to attend a previous class meeting.* It is imperative that you get a phone number or e-mail address from a class member so you can get the assignments. All individuals involved in this class can be emailed through the email tool within Brightspace.

Course Requirements / Assignments / Grading Detail

Final grades represent how you perform in each of the class components as outlined below. Your grade will not be based on a mandated target, but on your individual performance based upon 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) and the overall average percentage score within the class.

Evaluation and Grading
Grade components are described briefly below. Assignment instructions will include grading criteria and details. Both will be discussed in class as well as we reach each course component.

Individual assignments:
Class Participation and Contributions	15%
4 Case Analysis Memos (1-2 pages) (your choice of cases)	20%
Report on Interview w/ current HR Professional (4 - 5 pages)	10%
Mid-term Exam	20%
Final Exam	20%

Team project:
HR Organizational Analysis (Report & Presentation)	15%

Total: 100%

Class Participation & Contribution—15%
You will have the opportunity throughout the semester to participate in class discussions, team presentations and experiential exercises. Active participation is essential to your success in this course and to your overall learning experience. Active, engaged learning is a necessary part of case analysis, discussion, and presentations. This part of your grade will be based on consistent and effective contributions to class discussions. In-class assignments, and activities also contribute to this score. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and interpret the ideas presented by others.

Comments that are vague, repetitive, unrelated to the discussion, or disrespectful of others will be evaluated negatively. **Quality contributions possess one or more of the following attributes**:
1. Offer a relevant concept or personal experience
2. Provide careful analysis by applying theory and concepts from readings and lectures
3. Move the discussion forward by building on previous contributions with new insights
4. 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 perspectives. It may take courage or patience or imagination to engage with the course material, your classmates, and your experiences. In our classroom, we aim to develop a psychologically safe space where we can all learn together and benefit from the diversity that leads to increased innovation, better problem solving and, a thriving learning culture.

Case Analysis Memos (1-2 pages) (Select 4 of the assigned cases) **– 20%**
Throughout the course, there will be many short cases assigned for class discussion. Case analyses allow us to explore how what we learn applies to real world situations. This goes beyond simply reading the case. You are expected to use the *USC-CT critical thinking framework* to analyze the assigned case. You will identify critical problems or issues and develop alternative solutions based on a particular situation or scenario.

You will select 4 of the course cases (eligible case options will be shared in class as the course progresses) to write-up as a one-to-two-page case memo double spaced responding to the relevant case prompts or challenges presented. The course target is to complete 2 case memos prior to the Midterm, and 2 case memos before the Final for a total of 4.

These cases provide scaffolding (i.e., analytical skill development) to build your experience with analysis of fundamental HR practices as you progress towards the team project as well as the final exam.

Report on Interview of an HR Professional – 10%
The first external assignment is to interview a senior individual contributor, manager, or HR leader with a focus on how their organization recruits, selects, trains, motivates, compensates, measures performance, and retains their employees. You should include any other topic that is important to the manager being interviewed relating to managing and developing the employees within their organization. The general focus is exploring and mapping how they manage, support, and develop their employees.

Team Project and Presentation—15%
As part of a small intact self-managed project team, you will prepare an organizational HR analysis report on an established company with an HR function and present your findings and recommendations to the class. Your team will examine the fundamental HR practices and approaches to strategic organizational engagement or an established company. The aims of the team project are:
1. to enrich your understanding of Human Resource functions and practices
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 current HR practices and strategies and come to insightful conclusions
4. to further develop critical analytical skills in relation to organizational performance

Your "deliverable" for this project has 3 components. Submitted assignments should use 12-point, Times-Roman font, double spaced, 1-inch margins on all sides.

1. **Project proposal with team contract**: A one-page memo with appendix contract
2. **Project paper**: A 6 to 8 page analytical paper
3. **In-class presentation**: A 15-minute presentation, 5 minutes for Q&A

The final grade for this project is based upon a total of the three project components - project proposal, project paper, presentation. The team project will be evaluated according to quality of analysis, appropriate use/application of specific course concepts, logic and substantiation of conclusions, and clarity and appeal of your class presentation. A project grading rubric will be posted on Brightspace.

Grades for individual student contributions to team projects are assigned by your Professor, based on observations of the team's working dynamics, and assessment of the team project components quality.

Midterm Exam – 20% The exam will include multiple choice application questions and short case-based questions based on the content in the first half of the course. Make-up exams **will not** be permitted. This exam is expected to be administered in person.

If you need OSAS accommodations for the midterm exam, please notify your professor 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 accommodations will be possible to the degree you may need them. If you have any questions or concerns, please speak with your professor, we are eager to support the access accommodation needs of all students.

Final Exam – 20% The final exam is NOT cumulative and will focus on the content from the second half of the course after the midterm. The exam will consist of multiple-choice application questions and will be during the final exam period – **Thursday, December 12th 2PM to 4PM.** Please ensure that you book your winter travel plans accordingly as there are no early exam opportunities available.

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 alert your professor about the conflict at least 2 weeks prior to the final exam**. This exam is expected to be administered in person.

If you need OSAS accommodations for the final exam, please notify your professor 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 accommodations will be possible to the degree you may need them. If you have any questions or concerns, please speak with your professor, we are eager to support the access accommodation needs of all students.

Key Dates—Fall 2024

Classes Begin	Mon	August 26
Labor Day Holiday	Mon/Tues	September 2-3
Fall Recess	Thu-Fri	October 10-11
Veterans Day	Mon	November 11
Thanksgiving	Wed-Sun	November 27-December 1 *(no class MOR 471 – Nov. 26)*
Classes End	Fri	December 6
Study Days	Sat-Tue	December 7-10
Final Exams	Wed-Wed	December 11-18 ([Schedule available here](#))
Winter Recess	Thu-Sun	December 19-January 12

Weekly Schedule

Listed below is a weekly schedule of topics for this course. Changes may be made as the course progresses depending upon enrollment, ELC schedules, and class needs. Updated details for each course topic, reading assignments, and course requirements will be posted to Brightspace.

This topical schedule may change as we asses our progress throughout the semester, and additional assignments may be made. Schedule changes may also be made for ELC sessions and/or guest speakers representing different activities of human resource management.

WEEK	DATE	TOPIC
1	08/27	Course Overview & Expectations
	08/29	History of Human Resources
2	09/03	**Labor Day Holiday Extended – NO CLASS**
	09/05	Aligning HR to Organizational Needs
3	09/10	Managing Human Resources
	09/12	Trends in Human Resource Management
4	09/17	Providing Equal Opportunity & Safe Workplaces
	09/19	Analyzing Work and Designing Jobs
5	09/24	Designing Compensation and Benefits
	09/26	Attracting and Recruiting Employees
6	10/01	Onboarding Employees
	10/03	Developing Employees
7	10/08	Managing Performance & Feedback / Midterm Prep
	10/10	**Fall Recess – NO CLASS**
8	10/15	**Midterm Exam**
	10/17	Employee Engagement
9	10/22	Progression & Succession Planning
	10/24	Rewards & Recognition
10	10/29	Retaining Employees
	10/31	Separating Employees
11	11/05	Employee Relations
	11/07	Collective Bargaining and Labor Relations
12	11/12	Managing Reductions in Workforce
	11/14	Growing & Scaling HR
13	11/19	Mergers & Acquisitions
	11/21	Systemic Human Resources
14	11/26	**Thanksgiving – NO CLASS**
	11/28	**Thanksgiving – NO CLASS**
15	12/03	Team Project Presentations
	12/05	Team Project Presentations / Final Exam Prep
16	12/12	Thursday, Dec. 12th - **FINAL EXAM – 2PM to 4PM**

Statement Around 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. 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, while use of AI tools for research and general studying is permitted, using AI-generated tools to generate individual or team assignment submissions in whole or in part and/or to generate exam answers is prohibited in this course. Any identified plagiarism will be reported to the Office of Academic Integrity.

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 Managing and Developing People requires us to recognize how diversity, equity, and inclusion is not only the ethical approach, but also creates a competitive advantage for organizations. Together, we will strive to make this classroom a psychologically safe and inclusive environment for all of us to develop and practice inclusive behaviors. As such, we will:

- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Respect the privacy, property, and freedom of others,
- Reject bigotry, discrimination, violence, or intimidation of any kind,
- Practice personal and academic integrity and expect it of others, and
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

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

Online Class Expectations – *(If we move to the online format)*

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Because MOR 471 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 to a live lecture session is an emergency 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.

2. In the event we are 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. Video conference business meetings are and will be the norm, so practice your professional telepresence.
      - 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 choose to rename with a preferred name if you chose, and we encourage you to list any preferred pronouns.
      - 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.

3. Zoom sessions will be recorded and may be posted in the Brightspace Course pages as needed to support the learning objectives of the course.

Online Technology Requirements

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
    - Google Chrome
    - Firefox
    - Internet Explorer (not recommended)
    - Safari (Mac)

For technical support please see:

- **USC Systems** (Brightspace, USC Login, MyUSC)
    - For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri, 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System**
    - For assistance using Zoom, go to Zoom Support Page. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

- **Marshall Systems** (MyMarshall, Marshall Outlook email)
    - For assistance with Marshall systems, you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
    - On a computer or mobile device, go to MyMarshall Home Page and click the "**Help**" link on the upper right.
    - Log in using your Marshall username and password.
    (If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

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

Review of Grades

Feedback and reflection are critical to learning, and especially for learning from our mistakes. Your professor will welcome the opportunity to discuss how you are performing on assignments or in class participation to help you improve and/or correct your mistakes. **This conversation must happen BEFORE your final grade is posted**. If you would like to schedule time for a discussion of around a particular assignment grade or overall performance, contact your professor within a week of when an assignment is returned. Ensure that you have read and thoroughly reviewed any comments in advance as well as completed your own reflection on how you performed on the assignment. There are additional office hours made available for students to review exams. In the event that assignments are graded by a Teaching Assistant, you will meet with the TA first, since they will be in the best position to provide useful feedback. Once that meeting is complete, you can certainly follow up with your professor for any additional questions or concerns related to the assignment in question.

Additional Information

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

Academic Integrity:

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.

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 your professor know if you have any conflicts in Week 1 such as 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.

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.

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

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 lecture recordings will be posted on Brightspace. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. You should turn off your mobile phone and keep it off throughout the class session unless you are using it to access the class session. **Participation/Contribution points will be negatively impacted for students misusing technology during class.** We invite you to be here and be present to create an engaging learning community.

Religious/Cultural Observance

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

Use of Recordings

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

Open Expression and Respect for All

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

Academic Support Systems

Student 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.

Additional Support Systems:

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

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

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call.* Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)](#) - *(213) 740-5086*
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services (OSAS)](#) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - *(213) 740-2101*
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

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

[USC Department of Public Safety](#) - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

[Office of the Ombuds](#) - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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 Brightspace learning management system (Brightspace.usc.edu), teleconferencing, and other technologies.

Appendix A

Undergraduate Program Learning Goals and Objectives
MOR 471 Coverage of Learning Goals

Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators, and decision makers in diverse and rapidly changing business environments.* ● Students will demonstrate the ability to anticipate, identify and solve for Human Resource challenges. They will be able to identify and assess central HR situations, 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 within the HR landscape. ● Students will understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas	**High**

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.* • Students will recognize, understand, and analyze the functional roles within Human Resources 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 key functional partners inside and outside organizations (e.g., functions, departments, consumers, investors, auditors)	**High**
Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* • Students will identify and assess diverse personal and organizational communication goals and audience information needs • Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts • Students will identify cross-functional communications patterns and dynamics in organizations with respect to Human Resources areas of influence and impact	**Medium**
Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, *and aspire to add value to society.* • Students will recognize ethical challenges in business situations and assess appropriate courses of action in alignment to best practices in HR and talent management • Students will examine and explore professional codes of conduct and compliance requirements related to human resource management	**High**
Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social, and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* • Students will understand that partners, partner interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world • Students will understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors	**Medium**

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* ● Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics specifically in relation to Human Resource Management ● Students will examine the interrelationships between functional areas of business so as to develop a general perspective on Human Resource Management ● Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices	<u>**Low**</u>