USC Marshall School of Business

BUAD 304: Organizational Behavior and Leadership
Syllabus Spring 2019

Section #14729 - 4 Units
Meets T/TH from 2-3:50 pm in JFF LL101

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Office Hours: Thursday 11:30-12:30 am and by appt

Course Description

Organizational behavior is the study of the human elements 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** is the process by which an individual guides and influences others to engage in these collective endeavors.

This course, on organizational behavior and leadership, will therefore have a dual focus: 1) students will develop an understanding of and an ability to rigorously evaluate research findings from the field of organizational behavior in order to identify best organizational practices for leading teams and organizations, and 2) students will engage in exercises that will allow them to develop and cultivate the interpersonal skills required to lead diverse groups and organizations effectively.

Due to this combined focus on fundamental analysis and concrete application, this course will help you exhibit 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. These are the leadership skills that organizations are looking for and that you must possess in order to excel in today's dynamic, competitive, and global marketplace. These are the skills we'll build in BUAD 304.

Course Learning Objectives

After successfully completing this class, students should be able to:

- Utilize organizational behavior theories, frameworks, principles, and tactics to prevent OB problems from emerging and, when problems are identified, intervene to fix them.
- Evaluate the benefits and challenges of alternatives to achieve high performance at the individual, team and organizational levels.
- Develop greater confidence and dexterity with enacting a variety of leadership behaviors.
- Create a plan to improve your own personal leadership skills and to manage your career.

The course will place a special emphasis on developing your critical thinking skills. Cases will

seek to develop your ability to uncover the various potential problems, challenges and opportunities faced by a business, sort and select the most important, develop alternative courses of action for addressing those issues, assess the different courses of action in light of multiple criteria, select the solutions that have the potential to be the most effective and develop an effective implementation plan.

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

Course Materials

You will need the following resources for this course.

(1) Textbook & Connect online:	Organizational Behavior: A Practical, Problem-Solving Approach 2nd edition by Angelo Kinicki and Mel Fugate plus Connect online. 2018. McGraw Hill. *You can purchase the text at the USC Bookstore (about $138) or the eBook version (ISBN 9781260737226) directly from McGraw Hill ($85). We have negotiated the best pricing for purchase. Of course, you have other options. Make sure you have access to the online Connect resources and the 2nd edition.* Connect access via http://connect.mheducation.com/class/m-lee-spring-2019-tth-2pm-14729 and click the "Register Now" button.
(2) ARES Course Reader:	The course reader is accessible for free on the USC Libraries ARES system online. Go to https://reserves.usc.edu/ares/ and search for BUAD 304 for Fall 2018. Instructions for how to download the articles in Appendix B and posted on Blackboard.
(3) Case Reader:	BUAD 304 Fall 2018 Organizational Behavior & Leadership Coursepack available for purchase ($25.50) at https://hbsp.harvard.edu/import/554025.

Additional Readings, Resources and Assessments

1. Videos are available on the USC Marshall Critical Thinking Initiative website to help you better understand how to do case analysis and use the Marshall USC-CT framework. http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx
2. Personal assessments are listed in the class schedule with how to access them via a website or McGraw-Hill Connect.
3. Any additional readings and/or assessments will be posted on Blackboard.

Course Notes

Lecture slides, this syllabus, and additional course information are 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

Exams		**35%**
Midterm	*15*	
Final	*20*	
Team Project		**35%**
Proposal	*3*	
Paper	*25*	
Presentation	*5*	
Self & Peer Evaluation	*2*	
Individual Assignments		**15%**
Case analysis memo(s)	*2.5*	
Teaming ELC Reflection	*2.5*	
Final Reflection Paper	*10*	
Participation		**15%**
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: Participation

Class Participation: 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 comments possess one or more of the following attributes:

- Offer a relevant concept or personal experience;
- Provide careful analysis by applying theory and concepts from readings and lectures;
- Move the discussion forward by building on previous contributions with new insights;
- Ask thoughtful and challenging questions.

Research Studies Participation: A smaller component of your participation grade is based on your involvement in research activities. By experiencing the research process firsthand, you gain a greater understanding of how research, and therefore the knowledge that it undergirds, is generated. This understanding can help you to more rigorously evaluate future research findings and therefore apply them appropriately as you advance through your career. You can choose one of two options below to fulfill this requirement.

Please Note: If you do not complete one of these two options, you will lose points for the participation part of your grade.

Option 1: Participate in research studies. To do this, you will attend sessions outside of class, participating in studies conducted by researchers in MOR at the Marshall School of Business. You will earn .5 or 1 credit for each separate study you complete; most sessions are no more than one hour long. You will need to obtain **4 credits** during the semester to fulfill the research requirement. Students must be age 18 or older by **Friday, February 8, 2019** to choose Option 1; otherwise, you will need to use Option 2.

- **How to choose the participation option:** register for a SONA account at http://marshall-mor.sona-systems.com/ no later than **Friday, January 25, 2019**. Instructions are also posted on Blackboard. Those who do not register or reactivate by this date will be required to complete Option 2 (research papers; see below). After you verify your SONA account, you will need to check the SONA site regularly to find open studies and sign yourself up to participate in them. Sometimes email announcements about available studies are made as well, but do not rely on them. Studies are scheduled throughout the semester at various days and times. Please remember to cancel within 8 hours if you cannot attend a study. If a research cancels on you within 8 hours, the researcher must grant you credit. While there are usually enough studies to accommodate all students, it is important that you complete your credit early to be sure you can find all the studies you need (and also for your own peace of mind). You are not guaranteed enough study spots. To receive full participation credits, you must earn your first credit by **Friday, March 8, 2019.** Your final credits can be earned any time before **Friday April 26, 2019** (the last day of classes).

- **Please Note:** If you earn your first 3 credits by showing up to ALL of your scheduled sessions on time, then you will automatically earn your 4th credit "free." That is, the system is "earn three, get one free" providing you show up to all of your registered sessions. This means you will not earn the "free" credit if you have any "Unexcused No Shows" on your records.

- **Important Notes:**
  (a) If you already have a SONA research study account from a past BUAD 304 or BUAD 497 course, you will still need to **email (mor.sona@marshall.usc.edu) the administrator from the website by Friday, January 25, 2019** in order to request account reactivation. Past credits earned CANNOT be used for current courses.
  (b) If you are enrolled in Marketing (MKT) BUAD 307, please make sure you can visit the Marketing research study website 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).

Option 2: Research Papers. You can also complete the research requirement by writing three short research papers (3 of 3 page papers; 9 pages total) on topics pre-approved (2 weeks prior to the submission) by your Professor. Papers must be turned in by **Friday April 26, 2019** to your Professor.

Course Requirements: Individual Written Assignments

Case Analysis Homework: This portion of your grade will be based on timely and complete submission of homework that helps you review and apply course concepts while practicing critical thinking skills. You are required to complete the Case Analysis Memo for the Engstrom Auto Mirror case. Additional case memos and/or online quizzes may be assigned by your professor to provide knowledge checks periodically throughout the semester. You will learn more about this in class and instructions will be posted on Blackboard.

Teaming Exercise Reflection Paper: Following the Teaming ELC exercise you will write up a short self-reflection on what you learned from the experience and the insights you gained about your role and behavior in team activities. This will be discussed further in class. Instructions and a grading rubric will be posted on Blackboard.

Final Reflection Paper: You will write a short personal reflection paper that describes how your team experience was influenced by different group properties and processes as well as reflect on your own behavior and learning. You will be assessed based on thoughtful, convincing, insightful, and exploratory writing and reflection, a strong connection between the experience and the learning or insights gained, and the use of specific detail and narrative accounts that convey an understanding of the experience supported by course material and personal assessment results. This will be discussed further in class. Instructions and a grading rubric will be posted on Blackboard.

Course Requirements: Team Project Assignments

Team Project: You will work together as an intact OB 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 manager in business and society today. The aims of the team project are (1) to enrich your understanding of organizations and management; (2) to provide you with an opportunity to apply what you have learned in the course; (3) to assess your ability to define and analyze an organization or organizations and come to insightful conclusions and (4) to help you develop critical interpersonal and teamwork skills.

> Your team will have a choice of conducting either:
> (a) Fieldwork study with a local organization such as a student organization, business unit on campus, or other local company. Your team will investigate and analyze some aspect of this organization that connects with themes in the course such as the organization's culture, the structure and functioning of groups within the organization, its reward systems, or its relation to its local or national environment. You will make recommendations or identify best practices based on your study.
>
> (b) Issues analysis of an issue/topic connected to the themes in the course and of importance to multiple organizations; this issue may be inspired by something in the headlines of the business press or something in your own experience. You will need to examine the nature of this issue and analyze in detail how 2-3 diverse companies have addressed and/or experienced the issue. You will make

recommendations and/or identify best practices based on your study.

Your "deliverable" for this project has four components:

1) Project proposal: A one page memo (12-point, Times-Roman font, double spaced, 1-inch margins on all sides);
2) Project paper: An 8-10 page analytical paper (12-point, Times-Roman font, double spaced, 1-inch margins on all sides);
3) In-class presentation: A 15 minutes presentation, 5 minutes for Q&A;
4) Self & peer evaluation feedback (online assessment explained in class).

Feedback helps you learn and improve your performance as well as the quality of your output as a team. As part of the team project, you will practice and develop skills in providing and receiving effective feedback through in-class exercises and a more formal peer evaluation survey. The criteria for the peer evaluation will be discussed in class and posted on Blackboard.

The final grade for this project is based upon all 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. 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: Midterm and Final Exams

Progress Exam and Final Exam: The exams will include short case-based essay questions and multiple-choice questions. Refer to the exam study guide that is posted on Blackboard for information on the format of the questions, topics covered, and a sample question. The midterm exam will take place in Week 7. Make-up progress exams will not be permitted.

The final exam will take place on the date and time assigned based on the University final examination schedule. If you have another final exam scheduled for the same time as the final exam for this course, you must let your Professor know about the conflict at least 2 weeks prior to the final exam.

Weekly Class Schedule begins on next page
It is also available as a separate document on Blackboard

Theme	Week	Day	Date	Topics	Reading/Prework	Deliverables & Due Dates
Individual	1	Tues	1/8/19	Welcome and Introduction to the course	**TEXTBOOK READING:** Chapter 1 **ARES READING:** Vermeulen, F. (2013). Beware the Sirens of Management Pseudo Science. Pfeffer, J. & Sutton, R. (2011). Trust the Evidence, Not Your Instincts **OTHER:** Watch the USC-CT and Case Analysis videos at http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx Sign up for Connect online. Access code comes with your textbook.	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	1/10/19	Values, Attitudes & Ethics	**TEXTBOOK:** Chapter 2 **ARES READING:** Park, N. & Peterson, C. (2009) Character Strengths: Research and Practice **ASSESSMENT:** Complete the VIA Character Strengths assessment in class at www.viacharacter.org (bring laptops)	Team project will be explained Overview of the team project will be given today so you start thinking about a company for field work and can get started on your proposals.
	2	Tues	1/15/19	Motivation	**TEXTBOOK READING:** Chapter 5 & Chapter 6 **CASE COURSEPACK:** Engstrom Auto Mirror Plant **ASSESSMENTS:** Self Assessment 5.1 – Assessing Your Acquired Needs on Connect O*NET Interest Profiler - https://www.onetcenter.org/IP.html. Bring results to the ELC.	Case Analysis HW: Engstrom due Sun 1/13 by 11:59 pm
		Thurs	1/17/19	Motivation Exercise Meet in the ELC	**ARES READING:** Kerr, S. (1995). On the folly of rewarding A, while hoping for B Staw, B. (1995). The self-perception of motivation Pfeffer, J. (1998). Six dangerous myths about pay.	
	3	Tues	1/22/19	NO CLASS - HOLIDAY	Martin Luther King's Birthday - No Mon. or Tues. sessions	
		Thurs	1/24/19	Perception & Decision Making	**TEXTBOOK READING:** Chapter 11 **ARES READING:** Polzer, J. (2018). Trust the Algorithm or Your Gut case, **ASSESSMENT:** 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	1/29/19	Power, Politics & Influence	**TEXTBOOK READING:** Chapter 12 **ARES READING:** Conger, J. (1998). The necessary art of persuasion. Cialdini, R. (2001). Harnessing the science of persuasion. **CASE COURSEPACK:** Thomas Green: Power, Office Politics and a Career in Crisis **ASSESSMENTS:** Self-Assessment 12.1 What kind of power do I prefer? on Connect Self-Assessment 10.5 Preferred Conflict Handling Style on Connect Self-Assessment 12.2 What influence tactics do I use? on Connect	
		Thurs	1/31/19	In-class Exercise: Sub-Artic Survival		
	5	Tues	2/5/19	In-class Exercise: 12 Angry Men		
		Thurs	2/7/19	Teaming Exercise Meet in the ELC	***OPTIONAL TEXTBOOK READING:*** *Chapter 8*	
	6	Tues	2/12/19	Communication & Conflict	**TEXTBOOK READING:** Chapters 9-10 **ARES READING:** Rutledge, J. (1996). The portrait on my office wall. **ASSESSMENTS:** Bring conflict handling style results from Week 4 to class.	Reflection Paper due on Teaming Exercise on Sunday 2/10 by 11:59 pm via Blackboard
		Thurs	2/14/19	Negotiation	**CASE:** The Software Returns case (distributed in class)	Bring Negotiation Exercise reflection form to class
	7	Tues	2/19/19	NO CLASS - HOLIDAY	President's Day - No Mon or Tues sessions	
		Thurs	2/21/19	**MIDTERM**	Exams take place on Wednesday and Thursday	**MIDTERM**

Groups & Teams	8	Tues	2/26/19	Groups & Teams Group Characteristics and Processes	**TEXTBOOK READING:** Chapter 8 **ARES READING:** Coutu, D. (2009). Why teams don't work. Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. WATCH **VIDEO:** Teamwork on the Fly (2:31) by Professor Amy Edmonson on HBR Video (https://hbr.org/video/2226849431001/teamwork-on-the-fly) **ASSESSMENT:** **Self-Assessment** 8.1 Group and Team Role Preference Scale on Connect	In-class Team Huddle: Team Process Worksheet Project proposal due Tuesday 2/26 by 11:59 pm via Blackboard
		Thurs	2/28/19	Groups & Teams Addressing Team Performance	**WATCH VIDEO:** YouTube Video: Five Dysfunctions of a Team (36:11) http://www.youtube.com/watch?v=w42Sfh91vU **CASE COURSEPACK:** Army Crew Team	
	9	Tues	3/5/19	Groups & Teams Addressing Team Performance: Virtual Teams	**ARES READING:** Ferrazzi, K. (2013). Getting virtual teams right.	
		Thurs	3/7/19	Cross-cultural Teams	**ARES READING:** Early, P.C. & Mosakowski, E. (2004). Cultural Intelligence. Meyer, E. 2014, Navigating the Cultural Minefield. **ASSESSMENT:** Diagnosing Your Cultural Intelligence in the Early & Mosakowski article	Project Proposal Self & Peer Evaluation *(Ungraded)*
	10	Tues	3/12/19	NO CLASS - SPRING RECESS	Spring Recess - No sessions this week	
		Thurs	3/14/19	NO CLASS - SPRING RECESS	Spring Recess - No sessions this week	
	11	Tues	3/19/19	Diversity & Inclusion	**TEXTBOOK READING:** Chapter 4 **PODCAST:** Knowledge@Wharton podcast: How Diversity Powers Team Performance by Scott Page (http://knowledge.wharton.upenn.edu/article/great-teams-diversity/) **CASE COURSEPACK:** Managing Diversity and Inclusion at Yelp	
		Thurs	3/21/19	Networking	**ARES READING:** Baker, W. (2000). What is Social Capital and Why Should I Care About It? **ASSESSMENT:** Network Assessment at www.gleam.org **CASE COURSEPACK:** Thomas Green (review)	Team Huddle: Team Process Worksheet Revisited
	12	Tues	3/26/19	Creativity	**TEXTBOOK READING:** Chapter 11, pp. 450-453 **ARES READING:** Chamorro-Premuzic, T. (2015). Why Brainstorming Works Better Online.	
Organizations		Thurs	3/28/19	Organizational DNA: Structure & Culture	**TEXTBOOK READING:** Chapter 14 (skip 4.5) & Chapter 15 **ARES READING:** Mercer Delta Consulting. The Congruence Model: A Roadmap for Understanding Organizational Performance. Cummings, T. (1995). From Programmed Change to Self-Design: Learning How to Change Organizations. Ofori, G. (2009) Ethical leadership: Examining the relationships with full range leadership model, employee outcomes, and organizational culture. **CASE COURSEPACK:** Tony Hsieh at Zappos: Structure, Culture and Change	In-class Team Huddle: Map Your Organization's Structure & Culture
	13	Tues	4/2/19	Organizational Change	**TEXTBOOK READING:** Chapter 16 CASE COURSEPACK:	
		Thurs	4/4/19	In-class Activity: Omega Exercise	**VIDEO ASSIGNMENT:** Complete the video interviews of the Omega executives PRIOR to class using the following link: elcserver.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 the same person so details will not be missed. Make assignments to make sure that everyone gets interviewed. Bring your interview notes to class to assist in the exercise.
	14	Tues	4/9/19	Organization Exercise Meet in the ELC	Class meets in the ELC	
Integration & Wrap-Up		Thurs	4/11/19	Presentations	Project team presentations	Project paper due Tuesday 4/9 by 11:59 pm via Blackboard
	15	Tues	4/16/19	Presentations	Project team presentations	
		Thurs	4/18/19	Presentations	Project team presentations	Project Self & Peer Evaluations due by 11:59 pm on Tues 4/23 via Qualtrics
	16	Tues	4/23/19	Personal Leadership Plan	TBD	Personal Reflection Paper due Fri 4/26 by 11:59 pm via Blackboard
		Thurs	4/25/19	Final Review	Bring questions for review Course evaluations will be completed in class	
Final Exam	17-18		5/1/19 - 5/8/19	**FINAL EXAM**	See University Final Examinations Schedule https://classes.usc.edu/term-20191/finals/	Bring two #2 pencils. Professor will provide the scantrons.

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

Academic Integrity & Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards for further review. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/ . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

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

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

Student Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class.
https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations.
dsp.usc.edu

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu. Please be sure the letter is delivered to your Professor as early in the semester as possible.

Retention of Graded Coursework

Final exams and all other graded work, which affects the course grade, will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

Statement on Technology Use

Please note that computer laptop or tablet use is not allowed during class unless otherwise advised by your Professor. It is far more important to participate than to take detailed notes. A few hand-written notes will suffice. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. All electronic devices are to be turned off and kept off throughout the class session. Instructors may deny Participation/Contribution points to students misusing technology during class. We invite you to "Be Here, Be Present!" to create an engaging learning community.

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.

Appendix A.

USC Marshall
School of Business

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

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

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

last update 12/21/17

Appendix B.
How to Access ARES Course Reader

Automated Reserves System (ARES) manages course reserves including electronic reserves and physical reserve requests. Maintained and operated by the **Integrated Document Delivery (IDD)** department, the ARES database differs from Blackboard as it is supported by USC Libraries staff to manage physical and electronic reserve requests obtainable and available from library resources.

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

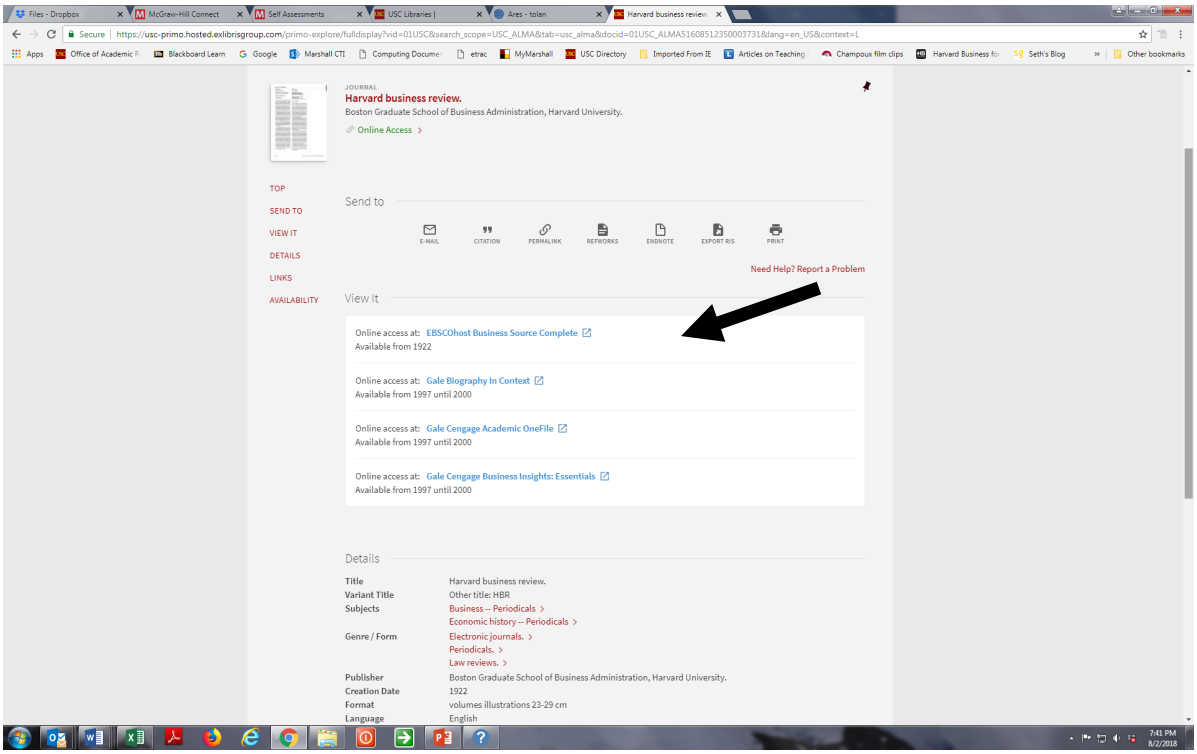
Students can find a quick introduction and guide on how to add courses to their ARES profile at:

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

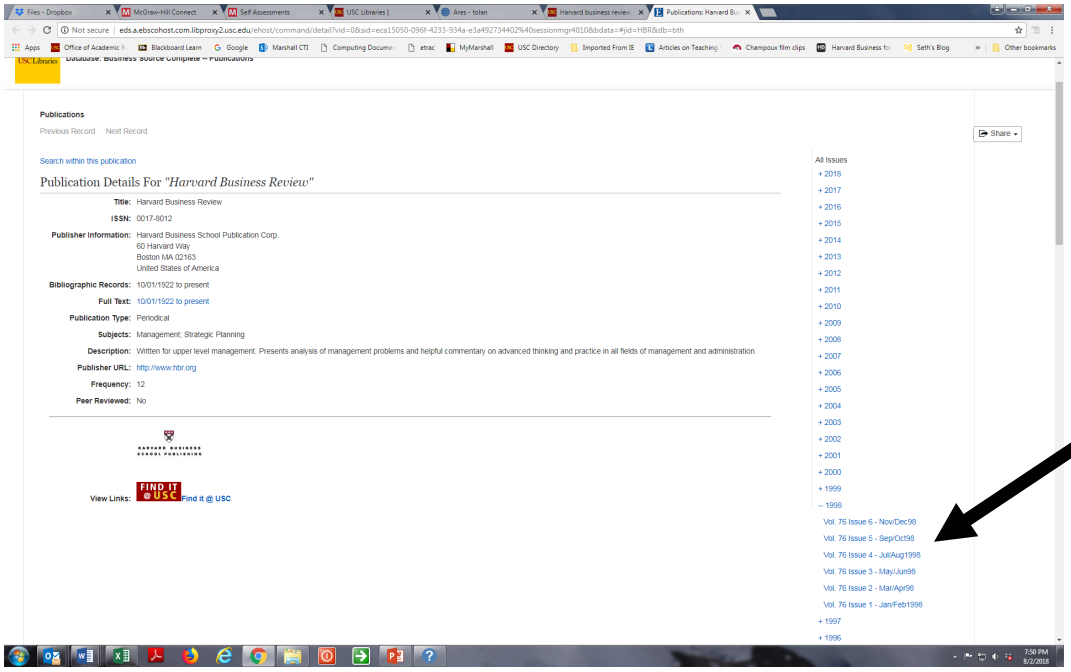
You will be able to search courses by Instructor Name, Department, and Course Number. On-line students can find their courses by searching by Department since most courses are under a Lead Instructor. Please note, although your course may not be listed under your individual instructor name, the core reserve material posted is the same across all sections of a course number.

How to Access Harvard Business Review Articles on ARES

When you click on the link in ARES for Harvard Business Review articles, it will take you to this page. You want to select EBSCOhost Business Source Complete. There are only a few steps but if you find yourself getting frustrated, remember this is saving you about $120! Plus this is an important research skill.

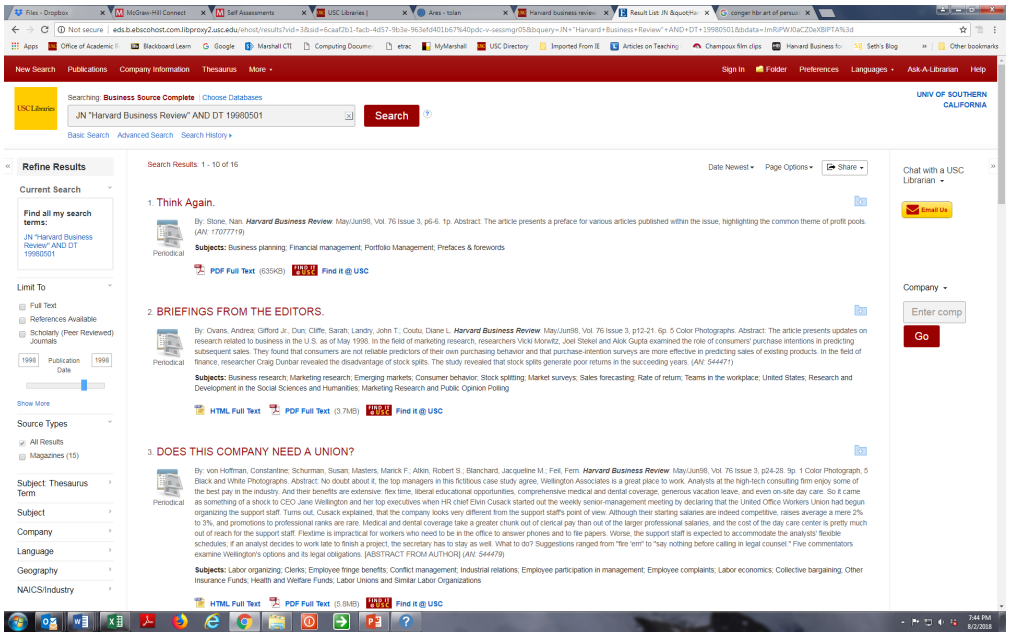


The following page will appear. You will need to select the Year, Volume and Date for the article. This is included in the syllabus and on the Master Reading Reference List posted in Blackboard.

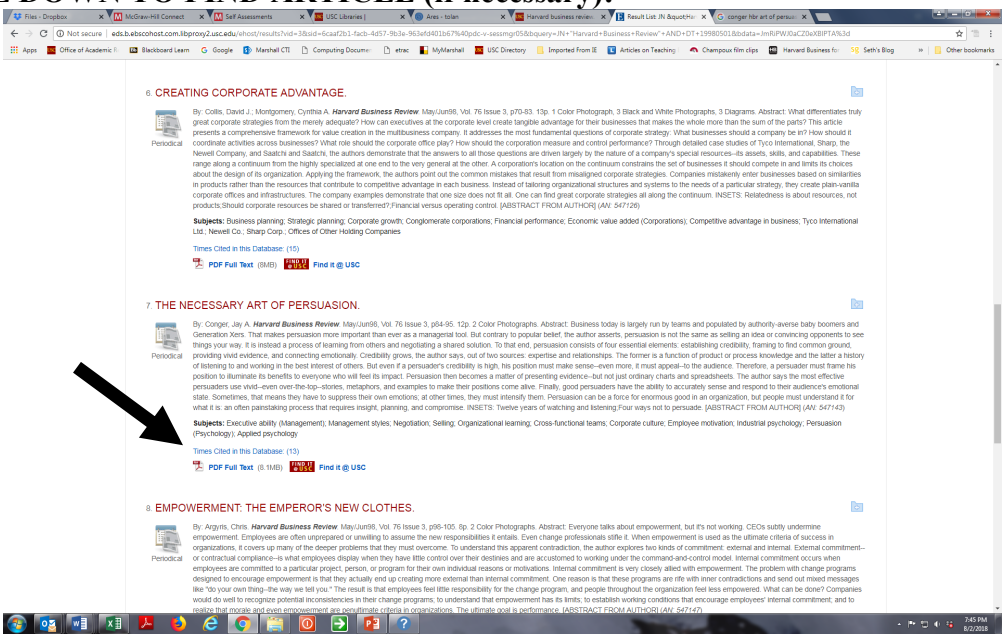


This will take you to the online issue where you will find the article. You may need to scroll down to find the article you are looking for as shown below.

LANDING PAGE:



SCROLL DOWN TO FIND ARTICLE (if necessary):



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

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