

**MARSHALL SCHOOL OF BUSINESS
MANAGEMENT AND ORGANIZATION**

BUAD 304 (§14718): LEADING ORGANIZATIONS
SUMMER 2014 (Tuesday & Thursday, 9:00 AM – 11:30 AM, in ACC 303)

(This syllabus is subject to change.)

INSTRUCTOR

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COURSE DESCRIPTION

Leading organizations requires the effective management of people and a clear understanding of human behavior and processes. Managers need to know why people act and react in their assigned roles, work groups, and organizations. Knowledge of individuals' perceptions, attitudes, motivations, and behavior will enable managers to better understand themselves and others. This knowledge will also help managers adopt appropriate policies and leadership styles to increase their effectiveness.

During the course, we will examine the individual, group, and organizational levels of analysis within the context of Organizational Behavior (OB). We will examine the interrelationship of behavioral phenomena between these levels. Studying OB will enhance your ability to effectively communicate and manage people, which are critical skills when leading organizations. The goal of the course is simple: *to build the knowledge and skills essential to becoming a successful leader.*

COURSE OBJECTIVES

- Understanding the main ideas relating to organizational behavior and their impact on creating a high-performing organization.
- Understanding what leadership means and what is involved in becoming a successful leader in today's business organizations.
- Learning concepts and approaches that will enable you to analyze organizational problems and develop appropriate solutions.
- Developing the behavioral skills you need to be a successful leader of yourself and others, including working in teams.
- Learning how one might begin to integrate leadership skills with the technical skills you are learning in other courses.

COURSE LEARNING OUTCOMES

After taking this class, students should be able to:

- Explain the effect of personality, attitudes, and perceptions on their own and other's behaviors in team and organizational settings.
- Describe and apply motivation theories to team and organizational scenarios in order to achieve a team's or an organization's goals and objectives.
- Explain types of teams and apply team development, team effectiveness, and group decision-making models and techniques.
- Analyze and apply leadership theories and better understand their own

- leadership style.
- Analyze bases of power and influence tactics and their impact on achieving their own personal career goals and the organization's objectives.
 - Identify and apply tactics for resolving conflict and handling interpersonal communication in work groups.
 - Describe how organizational cultures are formed and sustained, and the benefits and liabilities of strong organizational cultures and subcultures.
 - Describe the determinants and elements of organizational structure and its impact on an organization's performance.
 - Explain and apply a variety of organizational change methods to improve employee, team, and organization performance.

In this course, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

- | | |
|---|-----------------|
| 1. Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises.</i> | Moderate |
| 2. 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 <i>so as to anticipate new opportunities in any marketplace.</i> | Low |
| 3. Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators.</i> | High |
| 4. Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders.</i> | High |
| 5. Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. | Moderate |
| 6. Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i> | Moderate |

REQUIRED TEXTS

1. Stephen P. Robbins & Timothy Judge. *Essentials of Organizational Behavior*, 12th edition required. Note that the ISBN numbers below are unique to USC. If you purchase the textbook elsewhere, please ensure you are buying the US Domestic version of the 12th edition and have access to the SAL. *Please select **one** of the two formats:*
 - *Paperback Format:* ISBN-10: 1269564196 packaged with MyManagementLab
 - *Student Value Edition/Looseleaf:* ISBN-10: 1269563769 packaged with MyManagement Lab
2. Christensen, C. M., Allworth, J., & Dillon, K. 2012. *How Will You Measure Your Life?* HarperBusiness. ASIN: B006ID0CH4.
 - Either the Kindle or paper edition will work.

COURSE FORMAT

The course encompasses multiple formats: lecture, discussion, self-assessment, experiential learning sessions, video, and team case analysis. The purpose of these multiple formats is to both gain knowledge of organizational behavior and practice the behavioral skills of effective leadership.

COURSE EXPECTATIONS

To foster the best possible learning environment, I kindly ask students to follow these expectations.

1. **Attend class and be on time:** This course relies on extensive discussion and interactive activities. You are expected to attend class, to be on time, and to stay for the entire class session. There will typically be a 10 minute break at some point during the class period. It is not acceptable to simply walk in and out of the classroom during class time. If you **MUST** miss class, it is your responsibility to notify me at least a day in advance. While I recognize that sometimes absences may be unavoidable, missing classes will have a negative effect on your grade. If you do miss class, it will be your responsibility to get the appropriate notes and assignments from one of your classmates.
2. **Be prepared:** Ensure that all assignments and required readings are completed on time. We will heavily leverage this material during class. For example, I will a) give you experience in applying the concepts from the readings, b) clarify important concepts from the readings and present you with additional information beyond what you have already read, and c) give you an opportunity to process key points from the reading through discussion with me and your fellow classmates.
3. **Be an active contributor:** Participation is not equivalent to being present in the classroom. I would encourage all students to actively contribute to classroom discussions and teamwork.

BLACKBOARD

PowerPoint slides, course announcements, and additional readings will be available from the course web page on Blackboard. To access Blackboard from your web browser, enter <https://blackboard.usc.edu>, and use your USC/Unix username and password to log in. For the course web page, select 20142_buad_304_14718: Leading Organizations. You can use the tabs on the left-hand side to access the materials and navigate the course web page.

DELIVERABLES

Final grades are determined in the following manner:

	Weighting	Due Date
Individual Assignments	15%	3 assignments (6/10, 7/10, 7/29)
Team Case Studies	30%	2 case studies (6/19, 7/31)
Midterm Exam	15%	6/24
Final Exam	20%	8/5
Course Contribution	20%	Ongoing

INDIVIDUAL ASSIGNMENTS

The goal of the written assignments is to apply the course material to your own life and observe the world through the lens of these concepts. These assignments are not a summary of the course material or a log of activities. Instead, these assignments are short essays that elaborate your well-reasoned reflections, supported by the concepts and ideas from class and the textbook. Common questions that arise from these reflections include: What happened? Why did it happen? What can be learned from this for future actions?

Each assignment should be **between 2 – 4 pages, double-spaced, using 12-point Times New Roman font and 1-inch margins. Please email each assignment as a Word document to your instructor before class starts on the day the assignment is due. Name the Word document as follows: Last Name, First Name – Individual Written Assignment #** (e.g., “Harmon, Derek – Individual Written Assignment 1”). Details of each assignment will be posted to blackboard several days prior to when it is due.

TEAM CASE STUDIES

One of the primary objectives in this course is to apply the concepts you learn to real life experiences, both personal and professional. Another primary objective is to develop the skills to effective work in teams. There will be two case studies to accomplish these objectives.

Case Study #1 ***DUE: June 19 (Thursday)***

The first case study is focused on how individuals interact in team settings. An article will be posted in the Blackboard. There are several issues with the way that the team in that article dealt with problems, the task at hand, and their interpersonal dynamics. The goal of this team assignment is to analyze these problems, diagnose the cause(s) of the problem, come up with three solutions to the problem, and propose one of your three solutions as your final recommendation *as a group*. This team assignment is a good opportunity to review the materials covered so far and find ways to apply this material. Moreover, examining another team and their potential problems may help your own team prevent common issues from arising in the future. Your grade on the case analysis is a “team grade” that will be assigned equally to all members of the team.

The paper should be **between 5 – 6 pages, double-spaced, using 12-point Times New Roman font and 1-inch margins. Please email the case study as a Word document to your instructor before class starts on the day the assignment is due. Name the Word document as follows: Team Name – Case Study #** (e.g., “Team Awesome – Case Study 1”).

Case Study #2 ***DUE: July 31 (Thursday)***

The team case analysis gives you the opportunity to demonstrate your ability of applying concepts from the course by analyzing organizational problems and developing appropriate solutions. The case will be available in the mid-semester. Your grade on the case analysis is a “team grade” that will be assigned equally to all members of the team.

The case analysis should be **between 8 – 10 pages, double-spaced, using 12-point Times New Roman font and 1-inch margins. Please email case study as a Word document to your instructor before class starts on the day the assignment is due. Name the Word document as follows: *Team Name – Case Study #* (e.g., “Team Awesome – Case Study 2”).** The cases will be graded according to the following criteria:

Develop a complete mastery of the facts in the case.

It is essential to determine the facts that are pertinent and discard those that are irrelevant. Develop a clear understanding of the situation being studied. Describe the relevant facts and then add to them assumptions that are reasonable given the circumstances. A case rarely provides perfect information. There is no need to summarize or restate the case in a separate section of the paper. Instead, use the important facts to support your arguments throughout the paper.

Clarify the main problem and diagnose its causes.

You need to determine the key problem or issue in the case. Sometimes the problem is clear, but other times, it is quite obscure. Learning to ask the right questions and to analyze a situation is one of the most important skills of management. It is in this section where you will apply organization behavior theories to understand the causes underlying the problem. The theories serve as diagnostic models pointing to possible causes of organizational problems.

Identify alternative courses of action and assess them.

Usually there are several possible solutions to a problem situation. Identify the critical differences and the ‘pros and cons’ of each option. The analytical phase of evaluating each alternative is the foundation for effective decision-making.

Decide on a course of action.

Often one factor must be balanced against another. Adjustments must be made for uncertainty. Full recognition should be given to difficulties of implementing the chosen course of action. Examine your decision from several angles and defend it clearly in your paper.

MIDTERM & FINAL EXAM

Exams involve short essay questions based on a case or scenario. Sample questions for the exam will be posted on the course website a week or so prior to the exam. I will not put anything on the exam that we have not discussed in class at some point. The midterm exams will take place on the date specified in the course outline (room TBA) during lecture meeting times. The final exam will take place on the date and time assigned for the lecture session time slot in the University final exam schedule (room TBA). 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 3 weeks prior to the final exam.* Make-up exams will NOT be permitted.

COURSE CONTRIBUTION

Course contribution has two broad components. Attendance and an active classroom discussion will positively contribute to one’s grade. Receiving a negative peer evaluation can only hurt one’s grade.

Attendance and Classroom Discussion

Course contributions include class attendance, punctuality, participation in class discussions and activities, as well as overall commitment and involvement. Class discussions provide the opportunity to practice speaking and persuasive skills. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality contributions involve knowing when to speak and when to listen and allow others to speak. Comments that are repetitive or unrelated to the current topic, or are disrespectful of others are discouraged and will be evaluated negatively. See Appendix A for example behaviors for course contribution grading.

Peer Evaluations

For each of the team case studies, you will be peer-evaluated by your team members. Further discussion of these evaluations will be discussed in class when we review the cases.

ACADEMIC INTEGRITY

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 or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00).

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.

All BUAD 304 students are held to the standards outlined in SCAMPUS. 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 on your final grade, such as receiving a failing grade for an assignment, a lower participation grade, or failing the course if it is determined that there was cheating on an exam.

STUDENTS WITH DISABILITIES

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. Please be sure

the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability.

STATEMENT OF TECHNOLOGY USE

Please note that computer laptop use is NOT allowed during the discussion and lecture sessions. It is more important to participate than to take detailed notes. A few hand-written notes will suffice. After each discussion and lecture session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. All communication devices (e.g., cell phones, iPads, etc.) capable of sending and or receiving electronic communication and all entertainment devices (e.g., iPods or other MP3 players) should be turned off and kept off throughout the class session. Receiving or sending communication is unacceptable. Lack of compliance with this expectation will result in a lower course contribution grade.

UNIVERSITY ADD/DROP PROCESS

In compliance with and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. You may be dropped from the class if you don't attend the first two sessions. *Please note:* If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity.

ASKING FOR HELP

Finally, please come talk with me and/or set up a meeting if you find that you are having trouble with the material or the course in any way. Do not wait until the end of the semester to see me. Your education and learning in this course is important to me, so I will be happy to help in any way I can.

May 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 CLASSES BEGIN	22 <i>Foundations of Leadership</i> READ: CH 1	23	24
25	26	27 <i>Leader Personality and Fit</i> READ: CH 2,3,4,5	28	29 ELC: BAFA	30	31

June 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 <i>Leader as Sense Maker</i> READ: CH 6	4	5 <i>Leader as Motivator</i> READ: CH 7,8	6	7
8	9	10 <i>Leader as Team Developer</i> READ: CH 9,10 HW: #1 DUE	11	12 ELC: SUBARCTIC	13	14
15	16	17 <i>Leader as Stylist & Communicator</i> READ: CH 11,12	18	19 CASE: #1 DUE	20	21
22	23	24 MIDTERM	25 READ: Start Christianson book	26 ELC: POWER	27	28
29	30	Notes:				

July 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 MOVIE: 12 ANGRY MEN	2	3 ELC: META-4	4	5
6	7	8 <i>Leader as Politician</i> READ: CH 13,14,	9	10 Finish Christianson book HW: #2 DUE	11	12
13	14	15 <i>Leader as Ethical Decision Maker</i> READ: pp. 92, 192, 212-13, 258-259	16	17 <i>Leader as Maker of Culture</i> READ: CH 16	18	19
20	21	22 <i>Leader as Structural Architect</i> READ: CH 15	23	24 ELC: OMEGA	25	26
27	28	29 <i>Leader as Visionary & Change Agent</i> READ: CH 17 HW: #3 DUE	30	31 CASE: #2 DUE	Notes:	

August 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 FINAL	6	7	8	9
10	11	12 CLASSES END	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Notes:					

APPENDIX A
EXAMPLE BEHAVIORS FOR
ATTENDANCE AND CLASSROOM DISCUSSION

OUTSTANDING PERFORMANCE

- Repeatedly brings new, relevant, and interesting material to the class
- Supports assertions with evidence
- Distinguishes between opinions and facts
- Demonstrates ability to apply, analyze, and synthesize course material
- Brings up questions that need to be explored further
- Clarifies points that others might not understand
- Offers relevant and succinct input to class
- Demonstrates excellent listening
- Demonstrates willingness to answer unpopular questions
- Is always punctual

VERY GOOD PERFORMANCE

- Regularly participates in class discussions
- Shares relevant feedback
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze and apply the course material
- Demonstrates willingness to attempt to answer questions
- Is always punctual

GOOD/AVERAGE PERFORMANCE

- Participates in group discussion when solicited
- Offers clear, concise, “good” information relative to class assignments
- Offers input in class or group, but tends to reiterate the intuitive
- Attends class regularly and is always punctual

LOW PERFORMANCE

- Confounds opinions and facts
- Fails to support assertions with evidence
- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Does not follow flow of ideas
- Drains energy from class goals
- Is occasionally unpunctual

UNACCEPTABLE PERFORMANCE

- Fails to participate, even when solicited (in small or large groups)
- Shows up to class; does nothing
- Distracts the group or classroom discussion
- Is repeatedly unpunctual