



## MOR 559:

### STRATEGIC RENEWAL

**Semester:** Fall 2014; Section 16696R  
**Days:** Tuesday 6:30 to 9:30 PM  
**Dates:** First Class: 8/26; Last Class: 12/2  
**Room:** JPK 204  
**Professor:** Michael A. Mische  
**Office:** ACC 203 or JPK Courtyard before class  
**Office Phone:** 213.740.0728; **Facs:** 213.740.3582  
**Office Hours:** Tuesday 4:30 to 6:00 anytime after class, and by appointment. Also, please feel free to email me at anytime with any questions, ideas, comments or needs.

**E-mail:** [mische@marshall.usc.edu](mailto:mische@marshall.usc.edu)

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## 1.0 COURSE DESCRIPTION & SYLLABUS

### 1.1 Course Description

Are you a management consultant or interested in consulting? Perhaps you are an investment banker or aspire to be one upon graduation. Or maybe you are a CEO or CEO in training. If so, then... *Welcome to Professor Mische's MOR 559!*

I am delighted that you have elected to take my class in *Strategic Renewal & Transformation*. I believe that you will find this subject matter to be well worth your time, effort and tuition dollars. This course promises to be challenging, pragmatic and enjoyable. Please take a few minutes to review this package of student and course information. It will provide you with a thorough overview of the course, my expectations and objectives, assignments, readings, grading standards and other important information.

MOR 559 is about strategic *transformation*. It is not about incremental change, balance sheet restructuring, or bankruptcy. MOR 559 is about turnarounds, innovation, leadership, and M&A. Structurally, MOR 559 is divided into two segments: (1) Distress and Decline, and (2) Transformation. The subject matter addressed in this course is related to how and why some companies, such as Sears, Circuit City, and Dell, once great stalwarts of their segments, no longer rule the markets and how companies such as Harley Davidson and IBM came roaring back from the brink of the corporate abyss. In this class, we explore many subjects including, the role of innovation in strategic change, how social structures within the organization can inhibit or propel strategic change, how M&A can

#### KEY QUESTIONS & CONCEPTS

- How do companies "get into trouble"?
- What makes a company great & Kotter's 8-Steps.
- Valuation in multiple markets.
- Christensen's Disruptive Models.
- Kanter's Turnaround Steps.
- What are the indicators of strategic decline and decay?
- How does industry decline compare to company demise?
- What is the role of innovation in turnarounds?
- How can M&As be used to improve company stature and performance?
- How can companies avoid strategic decline or can they?
- How do you manage and effect turnarounds?
- What is the role of the CEO as a leader in transformations?
- Using Altman's Z Score for Predicting Failure.
- Leading Turnarounds & M&A.

be used to revitalize companies, and the role of the CEO as the leader of strategic change and renewal.

If you are consultant, considering consulting or IB, or aspire to the C-suite...take this class! If you want a great overview of the business world and the complexities confronting contemporary leaders, take this class! This class is fun...it has content, cases, concepts, and usually lively discussions.

This is an advanced MBA class and as such we stress “**clinical thinking**” and the application of **analytics**. We examine factors, decisions, data and conditions related to strategic decline, change and renewal. Students are expected to participate in class. Learning teams, individual assignments, formal cases, and a course reader are used to facilitate knowledge development and transfer.

## 1.2 Learning Objectives

MOR 559 is designed to help prepare you for confronting the challenges of transformation. Some of the primary objectives of this course are to: (1) provide you with an knowledge of identifying and assessing the symptoms of decline, (2) help you develop fundamental knowledge of the causes of decline and business failure, (3) help you understand the tools and methods available to initiate strategic renewal, (4) help you develop the perquisite skills for managing effective and successful strategic renewal efforts, and (5) help further develop and expand your critical thinking and analytical skills. Some specific course objectives, include:

1. Helping you develop an understanding the basic concepts related to turnarounds.
2. Advancing your understanding of strategy and management thinking.
3. Providing you with tools and methods to craft strategic change and renewal.
4. Enabling you to better understand the factors and indicators of industry & company decline.
5. Exposing you to several different industries and management problems.
6. Elevating your management skills in strategy and turnarounds.
7. Providing a “referential point” through cases for strategic decline and renewal.

This course will help you develop skills and thought processes related to strategic change, turnarounds, M&As, company restructurings, and the causes of company and industry decline. At the conclusion of the course you will have a better understanding of the symptoms of decline, how-to assess company performance, and how to turnaround a deteriorating strategic position and performance. I would anticipate you being better positioned to lead a renewal effort.

## 1.3 Course Components

MOR 559 is comprised of two components. Each component is designed to provide you with a specific set of skills, tools, analytical framework and knowledge. Collectively, the course components should provide you with a balanced and robust foundation in strategic decline and renewal that you can reference in your careers and further education. Specifically:

1. Classroom & Team Component. This is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking and communication skills. Come to class ready to work, participate, contribute and have some fun. My teaching style is **casual**, **direct** and **facilitative**, please feel free to challenge me, ask me questions and draw upon my experience in business, as well as my subject matter expertise.

2. Case Component. We will discuss at least one case per week; to practice analysis of organizational situations, and to learn how to recommend various interventions or redesign opportunities. This is to practice perception, analysis, action capability, and to learn vicariously from others' situations. Please note that I will be posting on Blackboard "Class Packets" that are specific to the cases and learning topics that will be addressing.
3. Experiential Component (Pending). I will try to schedule at least one session with the ELC. The ELC will be held during class time. Everyone is expected to attend all sessions and participate fully in these skill-building and problem-solving exercises. In the ELC, we will focus on team dynamics, interpersonal skills, and team leadership facilitation skills.
4. Intellectual Component. This component focuses more on your cognitive abilities, and includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. Specifically, in this class we will focus on 4 dimensions of learning, knowledge transfer and skill development:
  - a. Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.
  - b. Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
  - c. Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
  - d. Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.
5. Team Performance Component. You will have team project assignments throughout the semester. Your team will present your findings and your experience as a team to the class. There is a team component associated with the MIDTERM and FINAL.
6. Self-Assessment Component. You will have several opportunities to use self-assessment techniques to develop greater self-knowledge and as a basis for skill and knowledge improvement.

#### 1.4 Required Materials

This course uses a number of different materials. Frankly, there is not a very good textbook on the subject. MOR 559 uses, as its primary text, a **Course Reader**. The course reader contains the formal business cases and articles that we will use throughout the semester. It is essential that you obtain the Course Reader and or the cases and articles assigned. As an optional supplemental text we will be referring to material in a textbook authored by your professor.

**Required Primary Text:** Course Reader: MOR 559-Fall 2014. (Reading list attached hereto.)

**Optional Text:** Mische, Michael A. **Strategic Renewal: Becoming a High-Performance Organization**. Prentice Hall. (Note: This is an optional text. You can purchase used copies online...they are really, really, really cheap!)

**Class Packets:** Please note that from time to time that I will be posting “Class Packets” for selected classes on Blackboard. The class packets are very important as they provide insight into specific learning.

### 1.5 Prerequisites and/or Recommended Preparation

Please make an effort to stay current with business issues by accessing CNBC, Bloomberg and other business news services. Also, please take a few minutes to thoroughly review this syllabus!

### 1.6 Course Expectations

1. Preparation: This is an MBA class and I expect you to prepare for each class and come prepared to participate, contribute and learn. Most of your work is reading related!
2. Lectures: I teach...I lecture...classes are important. I do post slides, but I find that PPTs are confining and, frankly, crutches...I prefer the dynamics of open discussions in the classroom.
3. Participation: This is a highly interactive course. Given the nature of the course and my teaching style, it will be relatively easy to participate. I encourage you to explore various ways to express yourself and your ideas. However, we are all different in how we express our participation, so a wide range of participation activities is expected, but performance must be demonstrated individually, and within the teams and in the class. Each person will be subjectively evaluated by the team and by the instructor as to his or her preparation for the sessions in addition to his or her contribution to the team performance. Peer evaluation will be completed at the end of the semester within each team, and will affect your team project grades.
4. Focus: During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc, that is assigned. This would include not reading the DT, engaging in side conversations, working for another class, etc. However, focus takes energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. **Please close your laptops, tablets and e-readers during class, and turn off other electronic devices and cell phones.**
5. Attendance: Everyone at some time must miss class. I expect you to be responsible and let me know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. Attendance will be recorded every day and is considered in the final evaluation of performance. Showing up for your team and for the class is part of your responsibility. **Excessive absences (more than three) will negatively affect your final grade in the course.** The attendance expectation also applies to being fully present the entire class, not coming late, or leaving early, or leaving and returning to class. Please let me know if you have a systematic problem that would affect your prompt attendance in this class. **Again, LECTURES ARE IMPORTANT**...most of what you will learn is lecture based, the readings either “set the stage,” reinforce concepts, or provide a different perspective. Therefore, class attendance is critical to the learning process and your academic success.

### 1.7 Course Notes

I’m a user of BLACKBOARD. Generally, I post thoughts and articles, and every now and then, lecture documents. I also use BB for communicating with you. Please check your BB class folder frequently.

### 1.8 Grading Policies

I recognize that your work is reflective of many factors. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly and as accurately as I possibly can. For this course your grade will be based on a combination of five criteria: (1) quizzes, (2) midterm,

(3) final, and (5) team performance. Your final grade will be reflective of both individual and team performance.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a “B+.” FOUR items are considered when assigning final grades:

1. Your **individual** 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.
4. Your team based average weighted score as a percentage of the available points for all assignments.

Below please find the grading composition for this class.

#### **MOR 559 FALL GRADING SCHEDULE**

<b>CRITERIA</b>	<b>WEIGHTING</b>
Quiz 1	20% (Individual based grade)
Mid-term	25% (Team based grade)
Quiz 2	20% (Individual based grade)
Final	30% (Team based grade)
Team Performance	5% (In class & team performance)
<b>Total:</b>	<b><u>100%</u></b>

(Note: Weightings may change slightly based on class performance and mutual agreement).

I recognize that your work is reflective of many factors. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly and as accurately as I possibly can. For this course your grade will be based on a combination and the **total points earned** in four criteria: (1) quizzes, (2) midterm, (3) final presentation, and (4) team performance (presentation(s)). Accordingly, your final grade will be reflective of both individual and team performance and is based on the total number of points that you earn and how those points compare to the class.

Final grades represent how you perform in the class relative to other students, as reflective of the course materials and grading criteria. **YOUR FINAL GRADE IS BASED ON THE TOTAL NUMBER OF POINTS YOU EARN IN THE CLASS REFLECTIVE OF THE GRADE DISTRIBUTION OF THE CLASS.** The more points you earn, the higher your grade. Your grade will not be based on a mandated GPA target, but on your individual performance and the performance of the class as based on total points earned. Historically, the average grade for this class is about a “B+.” For this class, I do set a percentage targets for the top students earning “A” and “A-.” Below is an example of how letter grades are distributed by total points.

Four primary criteria 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.
4. The grade splits (percentage distributions) of the class.

FOR EXAMPLE (and example purposes only):

If there are 44 students in the class, the grade distribution might be represented as follows based on 15% of the students earning an "A."

EXAMPLE CLASS GPA & GRADE DISTRIBUTION					
Grade Level	Points	Students (% of Students)	Enrollment 44	Grade Point Distrrib.	Class GPA
A	4	0.15	6.6	26.4	
A-	3.7	0.2	8.8	32.56	
B+	3.3	0.2	8.8	29.04	
B	3	0.2	8.8	26.4	
B-	2.7	0.15	6.6	17.82	
C+	2.3	0.05	2.2	5.06	
C	2	0.05	2.2	4.4	
		1	44	141.68	<b>3.22</b>
Total Enrollment: 44					
Class GPA: 3.22					

(Example Purposes Only & Subject to Class Performance and Change)

**FINAL EXAM:** The final exam for MOR 559 is a TEAM PRESENTATION, usually on the last of class which is **December 2, 2014**.

### 1.9 Assignments

The assignments for this class involve a combination of readings, cases and a team project.

**For readings and cases:** please see "COURSE CALENDAR" section for reading assignments and other information (Excel spreadsheet).

**Team Project:** Please organize yourselves into teams of 5-6 students. This will be your "learning team" for the entire semester, so select wisely and carefully. The team performance component is 70% of your final grade. Your individual performance is 30%.

### 1.10 Assignment Submission Policy

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

### 1.11 Evaluation of Your Work

You may regard your team performance and each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and

carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

### **1.12 Some Helpful Hints**

This class is about learning certain fundamental knowledge of change and change theory and providing a foundation for developing your management talent and business acumen for change. In this class I encourage you, no...challenge you, to *express* yourself, think *critically*, test your talent, and think and act like a young executive. I encourage you to challenge me, challenge the theories and methods and learn how they apply to cases and practices. The classroom and USC are the greatest place on earth to learn and grow...use it!

Below please find some helpful hints to use in preparing for class assignments:

1. Use of key words and signals for the major points and ideas.
2. Clear concise analysis.
3. Use analytical frameworks and course concepts.
4. Link course ideas, cases, and content.
5. Well-developed content, analysis and logic.
6. Direct answers to questions...each question clearly addressed.
7. Proof of/or use of causality in your analysis and answers.
8. Easy to read, logical structure and good organization.
9. Use of charts, illustrations and exhibits that are relevant and support your analysis in a value-added way.
10. Always try to come to class prepared!

My style is direct. I am here to help...if at any time you have questions about the class, comments about the class, need assistance or require clarification on subject matters and material...CONTACT ME!

## **2.0 MARSHALL GUIDELINES**

**2.1 Add/Drop Process.** If you are absent six or more times prior to the “Drop Date” (**Please Contact MOR or MBA Program office**) for the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

**2.2 Retention of Graded Coursework.** Final exams and all other graded work, which affected 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 I returned a graded paper to you, it is your responsibility to file it, not mine).

**2.3 Technology Policy and In-class Use of Laptops and Other Devices.** Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

**2.4 Statement for 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 (or to your TA) 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](http://www.usc.edu/disability).

**2.5 Statement on Academic Integrity. I will aggressively enforce 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](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. 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.

**2.6 Emergency Preparedness/Course Continuity.** In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

### **3.0 COURSE CALENDAR/READINGS/CLASS SESSIONS**

See next page(s). (Note: BB refers to "Blackboard.")



PROF. MISCHE: MOR 559-STRATEGIC RENEWAL- FALL 2014					
CLASS	DATE	TITLE	HB PRODUCT NUMBER	DATE	AUTHOR
		<b>DISTRESS &amp; DECLINE</b>			
1	8/26	Misunderstanding the Nature of Failure	CMR-369	2007	Rosenweig, Paul
1	8/26	Causes & Consequences of Bus. Failure	BH 228	2007	Longnecker, Clinton
2	9/2	Why Good Companies Go Bad	4320	2003	Sull, Donald
2	9/2	Strategic Decline	708497	2011	Collins, David
2	9/2	Failure Chronicles	R1104J	2011	Rauch, Doug
3	9/9	Altman Z Score			Handout/BB
3	9/9	Strategies from Learning from Failure	R 1104B	2011	Edmondson, Amy
3	9/9	Lavanthal & Horwath Failure	E&B Journ.	2010	Steiner, F.
4	9/16	Restructuring the US Steel Industry	203042	2003	Fruhan, William
4	9/16	The Fall of Circuit City	713402	2012	Wells, John
5	9/23	How Acquisitions Can Revitalize Companies	SMR177	2005	Vermeulen, Freek
5	9/23	Mittal Steel in 2006: Changing the Steel Ga	PG0002	2011	Ghemauat, Pankaj
5	9/23	Achieving Successful Strategic Turnarounds	SMR 414	2012	Johnson, Gerry
6	9/30	QUIZ 1: 15-20 MC Questions	E&B Journal	2010	20% of Final Grade
6	9/30	Leadership & Psychology of Turnarounds	R0306C	2003	Kanter, Rosabeth
6	9/30	Ethics & Leadership	Mische	2014	Handout
7	10/7	Twelve o'Clock High (Bring Popcorn) (Run Time 132 mins.)	Movie	1949	Peck, Gregory
8	10/14	Discussion of Twelve o'Clock High			
8	10/14	Review for Mid term Presentations			
9	10/21	<b>MID-TERM</b>			25% of Final Grade
		<b>TRANSFORMATION</b>			
10	10/28	Why Transformation Efforts Fail	1710	2006	Kotter, John
10	10/28	Corp. Valuation & Multiple Markets	920639	2009	Luehrman, Timothy
10	10/28	Best Deal that Gillette Could Get	KEL183	2011	Stowell, David
11	11/4	Harley Davidson	292082	1992	Kester, W., Carl
11	11/4	Harley Davidson	W12318	2012	Jagadeesh, Kumar
12	11/11	Chicago Blackhawks: Greatest Sports Turn.	KEL 671	2012	Shein, James
12	11/11	The Quest for Resilience	4910	2003	Hamil, Gary
13	11/18	At Ford, Turnaround is Job One	KEL 663	2012	Shein, James
13	11/18	The Big 3 Roar Back	412072	2012	George, William
13	11/18	QUIZ 2: 15-20 MC Questions			20% of Final Grade
14	11/25	IBM: Decade of Transformation	805130	2008	Applegate, Lynda
14	11/25	IBM Dcade of Trans, Vision & Values	807030	2008	Applegate, Lynda
15	12/2	<b>FINAL PRESENTATIONS</b>			30% of Final Grade
		IN CLASS & TEAM PARTICIPATION COMPONENT			5% of Final Grade