COURSE OBJECTIVES

BUAD 102 is a continuation of BUAD 101 Global Leadership Program. In BUAD 102 we add the “G” to GLP. BUAD 102 focuses on two of the most important challenges facing business executives today: global leadership and the globalization of business activities. The course is designed to provide deep insight into the opportunities and challenges faced by global business professionals in leading and managing business enterprises in a global environment. Most importantly, as with GLP in the Fall, GLP in the Spring is experiential. It seeks personal learning. Together, we will get on planes and travel to China for a week in March during our Spring break. During our week in China we will immerse ourselves in the Chinese business environment. We will visit companies, discuss management and leadership with Chinese and foreign business executives, and engage in cultural activities; all with the objective of helping you take important steps to becoming a global leader.
Through course lectures, guest speakers, and a weeklong business and cultural experiential trip to China, the course offers much more than the opportunity for adventure and personal enrichment. It will focus on the global business skills necessary to successfully lead companies, teams and people in an increasingly global economy. This course has as its objective providing a learning experience which will expand and broaden your cultural horizons, and help you gain an appreciation for how business is conducted across national boundaries.

This course is also designed for you to actively learn the discipline needed to become an effective global leader. Leadership is not something that comes with a magical sprinkle of pixie dust. It requires work, lots of it. It requires reflection, learning, and more than disciplined hard work. All good leaders have a personal leadership style. But not all leadership styles are equally effective in all situations. It is important that you learn about your own leadership style, and what you can do to improve it. Taking you outside your comfort zone, to a different economy with a different culture and a different business environment will allow you, if you take the opportunity, to learn a lot about your own leadership approach.

An additional important objective of this course is to broaden your perspective on international business issues, such that you can make better choices regarding your academic programs at USC (i.e., possibly enrolling in courses in international history, politics, and languages or participating in international internships, etc.) and to help you begin the long-term process of developing your own international leadership capabilities.

**COURSE DESCRIPTION**

We have given our course, BUAD 102: Global Leadership Seminar a second descriptive title “Leadership in a Global Business Environment.” The purpose for this is to focus our attention on the two key elements of the Spring GLP course – leadership and the global business environment. Both are topics that challenge even the most talented executives of the best managed global corporations. We will explore these topics in a variety of ways.

We will meet once a week for a combination of lectures and guest speakers, and then participate in a six-day global business educational trip to Beijing and Shanghai, China. The purpose of the lectures and guest speakers is to introduce you to the concept of globalization and the practice of international business, with a specific focus on the People’s Republic of China. More specifically, the course aims to develop your understanding of the business opportunities and challenges of the ongoing “globalization” (“integration”) of national economies, with a special emphasis on the rapidly growing inter-connectedness of the economies of the United States and China. China has become one of the fastest growing markets for Boeing, KFC, Motorola, Disney, Microsoft, Universal Pictures, Starbucks, etc., and China is one of the largest buyers of U.S. government bonds, as well as the biggest source of American adoptions of babies from overseas. The U.S. is China’s most important export market and an important source of minerals and raw materials. U.S. firms are also important providers of technology and international business networks and U.S. universities fulfill a key role in China’s human resource development.

Guest speakers have been carefully chosen to complement the course lectures and discussions--to speak about topics relating to their international expertise. These speakers will share their China-specific experience and pass along personal advice regarding traveling to, and doing business in, China. This will provide you the opportunity to meet with extremely successful individuals, and to discuss their views on globalization in an intimate and relaxed setting.

**ORGANIZATION OF THE GLP SPRING PROGRAM**

There are three phases of the GLP Spring semester Program:

**Phase I – Pre-Trip Preparation**

A set of eight pre-trip class sessions takes place before the international field study trip to China. These sessions will introduce you to a) important issues in international business, b) the business, economic, political, cultural, and institutional environment of China, and c) business and managerial practices in China.

During this phase, you will prepare a set of individual memos related to the learning in the class sessions, take quizzes (some of which will be unannounced), and prepare a group briefing paper related to one of the
companies we will visit during the international China trip (see descriptions of these assignments later in the syllabus). **Attendance and active participation at all of the pre-trip class sessions is MANDATORY.**

**Phase II – International Field Study Trip**
We will spend a week in China gaining first-hand information about the business, economic/financial, political/regulatory, cultural/social, and institutional environment. During this week, we will visit companies to learn about how business is conducted in the country. We will also visit historic and important locations to learn about the cultural, historic, economic, and institutional environment in which business takes place. Finally, you will be asked to work on experiential exercises as part of the in-country learning. **Attendance and active participation at ALL of these visits and experiential exercises is MANDATORY.**

**Phase III – Integration of Learning from the Course**
At the end of the China field study trip, your group will prepare a final project integrating the learning from all of the components of the course. Two final class sessions will take place for project presentations and to discuss the lessons learned from the course. **Attendance and active participation in these sessions are mandatory. Missing the final presentations on 4/10/15 or the Dean’s presentations on 4/17/15 will result in a No Credit grade for the course.**

**COURSE EVALUATION**
This course is graded on a Credit/No Credit basis.

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>Credit/No Credit</td>
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<tr>
<td>Quizzes</td>
<td>Credit/No Credit</td>
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<tr>
<td>Speaker/Articles Summaries</td>
<td>Credit/No Credit</td>
</tr>
<tr>
<td>Corporate Briefing Projects (Group)</td>
<td>Credit/No Credit</td>
</tr>
<tr>
<td>Post China Trip Report (Group)</td>
<td>Credit/No Credit</td>
</tr>
</tbody>
</table>

Failure to receive credit in any single component of this course will result in No Credit for the entire course. Students may be required to resubmit work that is considered substandard. While this course is reported on your official transcript as a Credit/No Credit course, students will earn letter grades. Grades above a C will receive credit for the course. Those below a C will earn a No Credit grade. At the end of the course, you will complete peer evaluations of the members of your team. In order to receive credit for the course, you must contribute fairly to the group assignments. **Please see Appendix C for the peer evaluation form.**

It is important that you perform well in this course as there are future professional consequences based on the grade you earn:

**A** Students earning an A in the course will receive a positive recommendation for participation in future USC Marshall international programs such as International Exchange Program (IEP), ExCEL, etc.

**B** Students earning a B in the course will receive a neither a positive or negative recommendation for participation in future USC Marshall international programs such as International Exchange Program (IEP), ExCEL, etc.

**C** Students earning a C in the course will receive a negative recommendation; recommending that the student not be permitted to participate in future USC Marshall international programs such as International Exchange Program (IEP), ExCEL, etc.

**No Credit** Students earning less than a C in the course will earn a grade of No credit and will receive a negative recommendation for participation in future USC Marshall international programs such as International Exchange Program (IEP), ExCEL, etc.

Please refer to APPENDIX A for specific details on course grading.

**Expectations Regarding Student Conduct on the International Field Trip**
During the trip to China, you are a representative of USC and your actions reflect upon the reputation of the school. Therefore, you are expected to behave professionally at all times and be an exemplary Ambassador of the USC Marshall School of Business.

As is the case with all USC study abroad programs, all Scampus polices and the University Student Conduct Code are in effect during the international field trip, from the time you arrive at LAX at the start of the trip until the end of the trip. The University Policy on Alcohol and Other Drugs also applies throughout the international field trip.

Throughout all phases of this course (the pre-trip class sessions, the international field study trip, and the final class session), you are expected to adhere to all Scampus policies, including the University Student Conduct Code and the University Policy on Alcohol and Other Drugs. Violations of these policies during any phase of this course will result in receiving No Credit for the entire course. In addition, violations of these policies will be referred to the Office of Student Judicial Affairs and Community Standards.

Pre-Trip Evaluation of Performance

Your performance in the class will be evaluated prior to the departure of the international field study trip by February 27, 2015. Those students who are not passing the course based on the work completed by that time (such as Class Attendance and Participation, the One-Page Memos and Quizzes, and the Company Briefing Paper) will receive No Credit for the course and will not be allowed to travel on the international field study trip. After January 31, 2015, none of the travel fee for this program is non-refundable. Therefore, students who receive No Credit for the course and are not allowed to travel will not receive a refund of the travel fee.

REASONS FOR RECEIVING NO CREDIT FOR THE COURSE:

A. Level of Academic Performance:
   1. Failing to receive a passing grade in any one of the five components of the grade that is, 1) class participation and attendance, 2) the memos and quizzes, 3) the company briefing paper, 4) the experiential exercises, and 5) the final project will result in receiving No Credit for the course.
   2. Failing to submit assignments on time will result in receiving No Credit for the course.
   3. Failing to demonstrate a basic understanding of the course material as reflected in memos, quizzes, class discussions, and group assignments will result in receiving No Credit for the course.
   4. Failing to contribute to the group assignments (i.e., the Company Briefing Paper, Experiential Exercises during International Field Study Trip, and the Final Project) will result in receiving No Credit for the course.

B. Attendance and Participation:
   1. Missing more than 1 of the 8 Pre-Trip Class Sessions will result in receiving No Credit for the course. If you need to miss one of the pre-trip class sessions, you must receive prior permission from your professors. In addition, you are responsible for making sure you understand the material that was covered during the missed session and must prepare a one to two page paper summarizing the material covered and lessons learned during that session.
   2. Missing part or all of any of the visits/activities during the International Field Study Trip will result in receiving No Credit for the course.
   3. Missing either of the two final class sessions (after the trip) will result in receiving No Credit for the course.
   4. Behaving unprofessionally during class session or visits/activities during the International Field Study Trip such as sleeping during sessions, being disruptive during sessions (e.g., arriving late, coming and going during sessions), and failing to respond to questions and feedback will result in receiving No Credit for the course.
   5. Students who consistently come to class unprepared will receive No Credit for the course.

C. Behavior:
   As part of this trip, you are a representative of the USC Marshall School of Business and your behavior during the trip affects the reputation of USC and the Marshall School. Therefore, you are expected to behave
professionally during the trip. **Inappropriate and unprofessional behavior during the trip** (e.g., rude behavior during company visits, drunkenness, etc.) will result in receiving No Credit for the course. **Violations of SCampus policies, including the University Student Conduct Code and the University Policy on Alcohol and Other Drugs**, will result in receiving No Credit for the course.

**Implications of Receiving No Credit in the Course**
Anyone who does not pass the components of the course before the international field study trip will not be allowed to travel on the trip. The fee you pay for the international field study trip does not cover the full cost of the trip. Part of the cost of the trip is being covered by a subsidy. Anyone who receives no credit for the course will have their subsidy of the trip cost revoked and will be required to pay the full cost of the trip.

**GLP GLOBAL FIELD TRIP**

We will be making an exciting trip to **Beijing and Shanghai** during Spring Break (March 13 – 22, 2015). You will be visiting Chinese and multinational corporations in China. You will also have the opportunity to meet with students from one of the leading universities in China during a campus visit. Several cultural visits including exhibition hall, museum, and local tourist attractions will be arranged during the trip.

You are **representing USC** during the Beijing/Shanghai trip. As an ambassador of USC during the trip, you are expected to show great respect and responsibility. If you are late, miss any scheduled events without prior approval by your professors or advisor, or exhibit inappropriate behavior during the trip, you will automatically receive **NO CREDIT** for the course.

**COURSE MATERIALS AND CLASS WEBSITE**

**COURSE WEBSITE:** *On Blackboard at [http://blackboard.usc.edu](http://blackboard.usc.edu)*

There is no assigned textbook or course reader for this course. Articles and links to articles will be posted to Blackboard. Occasionally, supplementary articles will be distributed in class. You should make it a habit of checking Blackboard regularly to look for newly posted materials. These posted materials and readings should be carefully prepared before our weekly Friday session.

**COURSE REQUIREMENTS**

**Attendance and Promptness.** Attendance is mandatory for this course. Please note that there are no excused absences for any reason. This is an experiential course and you must be present to participate. Attendance will be taken at the beginning of each session, and given the limited number of class meetings, you will put yourself at a significant disadvantage by missing even one class meeting. A single absence is permitted for extreme circumstances, and permission must be requested ahead of time, or immediately after a hospitalization emergency. Missing more than a **single session** may result in your receiving NO CREDIT for the course, and you may not be allowed to participate in the international trip. Please note that any absence, regardless of the reason, will result in a B being the maximum grade you can earn in the course. Students who consistently come to class unprepared will receive **NO CREDIT** for the course.

**Class Participation.** You will find that speaking in class is requisite to achieve good grades in any course at the Marshall School of Business. Your daily participation matters. This class will provide a venue for you to practice speaking up, to engage in course discussion, and to **ask questions.** We will expect you to ask questions, and to do so, you need to come to class prepared--having thought about how the reading relates to class discussion, or how it relates to the speaker’s presentation. Do not be intimidated into silence, and feel free to ask any question that comes to mind. We are here to share our experiences with you, as are the guest speakers. Your questions will help direct the discussion toward areas of interest to you.
**COURSE ASSIGNMENTS**

**One-Page Synopses.** Where designated in the syllabus/course schedule (below), you will be required to prepare a one-page synopsis which captures the *key takeaways* from our lectures/discussions and guest speaker’s presentations. In the synopsis you should address what conclusions and generalizations you took away from the session. *Do not just summarize what the speaker said.* Rather, discuss what you learned and describe what you found meaningful. The body of the synopsis should be in bullet form with brief supporting sentences. *When assigned, these assignments are due at the beginning of the next class meeting.* Failure to turn in these assignments will result in a NO CREDIT grade for the course.

**Quizzes.** Several short quizzes are scheduled for our course. They will cover lecture materials and assigned readings prior to the quiz, and any readings assigned for that specific class session. Be prepared. Keep up with your reading. Some quizzes will be unannounced.

**Company Briefing Report.** For the companies we will visit in China, we will assign teams—one to each company—to write a “Company Briefing Report” that will provide appropriate information to all class members in preparation for the on-site visit. Details about the research content, format and length of the Company Briefing Report will be provided in class. Using these Company Briefing Reports, we will expect each class member to be fully prepared for the on-site visits and be able to engage in intelligent discussion about each company’s current status, role in international trade, etc.

One of our on-site visits in China may be to a well-established university. During this visit, we will team up with students there for a “Case Study” project / or joint learning activity. In mixed teams, all students will be given a current case study/activity in international business and given time to review and discuss relevant issues. Then, each team will present its findings from discussion about the case study to all members of the entire group.

**Final Group Report.** To receive CREDIT and fulfill your requirement in this course, you will be required to turn in and present a final group project report. The idea behind the report is to encourage you to synthesize what you learned from the variety of materials presented, both theoretical and practical. With this assignment, we are challenging you to think deeply about what you learned in the course, from the in-country learning experience, and what you gained from having taken it. The report should consist of a one page executive brief with 5 to 8 “consulting format” pages. This report will be due in the final class session of the course. The consulting format pages may include illustrative photographs, series of bullet points, quotes from speakers, etc. More specific details will be given in class.

**SOURCES OF DATA**

In completing the assignments for this course, you will need to do research about the country to which you will be traveling and the company and industry that you will analyze for the company briefing paper. The USC library system has substantial amounts of online and print reference material related to international business and various countries around the world. The Marshall School Crocker Library has developed a set of international resources specifically for LINC with references to relevant sources of data available through the university. Please consult these international resources, which can be accessed through the Crocker Library website at [http://www.marshall.usc.edu/library](http://www.marshall.usc.edu/library) (the Crocker Library website can be found by going to the Marshall School home page, clicking on “Academic Services,” and then clicking on “Crocker Business Library”). From the Crocker Library website, click on “Research Guides,” then click on “International Resources” under “General Business Topics.” On the “International Resources” page, please refer to both the “LINC” section and the “General International Resources” section. The “LINC” section has sources of information for each of the countries that are visited as part of the LINC Program. The “General International Resources” section has sources of information for many countries around the world, including the LINC countries.

In addition to online and library sources of data, you will have opportunities during the international field study trip to gain access to primary sources of data. You will gain first-hand information about international business and the country to which you are traveling through the company visits, experiential exercises, and cultural activities that make up the international field study trip.
TECHNOLOGY USE IN THE CLASSROOM

Please note that communication devices, such as cell phones, Blackberries, etc., capable of sending and/or receiving electronic communication and all entertainment devices, such as iPods or other MP3 players, are to be turned off and kept off throughout class sessions. Receiving or sending communication during class disrupts the learning environment and is rude to those around you. Laptops cannot be used during class, unless the professor has given express permission to do so. Internet connections are also prohibited unless otherwise stated by the professor. You might also be asked to deposit your devices in a designated area in the classroom. Please be respectful!

ACADEMIC INTEGRITY

The following information on academic integrity, dishonesty, and the grading standard are placed here at the recommendation of the School of Business Administration Faculty and are taken from the Faculty Handbook.

“The University, as an instrument of learning, is predicated on the existence of an environment of integrity. As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining this environment. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce those academic standards. Thus, the entire University community bears the responsibility for maintaining an environment of integrity and for taking appropriate action to sanction individuals involved in any violation. When there is a clear indication that such individuals are unwilling or unable to support these standards, they should not be allowed to remain in the University.” (Faculty Handbook, 1994: 20)

Academic dishonesty includes: (Faculty Handbook, 1994: 21-22)

1. Examination behavior - any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by the teacher.
2. Fabrication - any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
3. Plagiarism - the appropriation and subsequent passing off of another’s ideas or words as one’s own. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices.
4. Other Types of Academic Dishonesty - submitting a paper written by or obtained from another, using a paper or essay in more than one class without the teacher’s express permission, obtaining a copy of an examination in advance without the knowledge and consent of the teacher, changing academic records outside of normal procedures and/or petitions, using another person to complete homework assignments or take-home exams without the knowledge or consent of the teacher.

The use of unauthorized material, communication with fellow students for course assignments, or during a mid-term examination, attempting to benefit from work of another student, past or present, and similar behavior that defeats the intent of an assignment or mid-term examination is unacceptable to the University. It is often difficult to distinguish between a culpable act and inadvertent behavior resulting from the nervous tensions accompanying examinations. Where a clear violation has occurred, however, the instructor may disqualify the student’s work as unacceptable and assign a failing mark on the paper.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct. 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. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. 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.
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu](http://equity.usc.edu) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety of the whole USC community. Another member of the university community — such as a friend, classmate, advisor, or faculty member — can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm](http://www.usc.edu/student-affairs/cwm) provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

**Support Systems.** Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [www.usc.edu/disability](http://www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

### 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. Your letter must be specific as to the nature of any accommodations granted. DSP is located in STU 301 and is open 8:30 am to 5:00 pm, Monday through Friday. The telephone number for DSP is (213) 740-0776.

### RETURNED COURSEWORK

Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and hence, will not be available should a grade appeal be pursued following receipt of his/her grade.
## COURSE OUTLINE AND SCHEDULE (tentative)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverables &amp; Attire</th>
</tr>
</thead>
</table>
| 1       | 1/16 | Course Introduction and Overview  
          Adding the “G” to Leadership Program | Student Casual Attire |
| 2       | 1/23 | Global Business: Why is it important?  
          *Read:* Bhambri, “Global Strategy: Understanding the game” | Photo & Bio  
          *Student Casual Attire* |
| 3       | 1/30 | History and Political Economy of China  
          *Guest Lecture:* Brett Sheehan,  
          Associate Professor of History | Synopsis*  
          *Business Professional Attire* |
| 4       | 2/6  | Global Leadership and Cross Cultural Challenges  
          JKP ELC Learning Simulation | Student Casual Attire |
| 5       | 2/13 | Global Leadership, Temperament, and Style  
          *Read:* See Blackboard | Quiz & Synopsis*  
          *Student Casual Attire* |
| 6       | 2/20 | Beijing: History, Politics, and its Business Environment  
          Shanghai: History, Politics, and its Business Environment  
          *Read:* See Blackboard  
          *Student Group Presentations* | Student Casual Attire |
| 7       | 2/27 | Beijing & Shanghai and its Business and Cultural Environment  
          *Read:* China: The CIA World Factbook  
          China: EIU Country Report  
          *Student Group Presentations* | Quiz  
          *Student Casual Attire* |
| 8       | 3/6  | Know Before you go: PreTrip Talk  
          Communication, Networking, and Etiquette Abroad | Student Casual Attire |

### 3/13-3/22 Beijing Trip: Global Business Leadership Experiential in China

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverables &amp; Attire</th>
</tr>
</thead>
</table>
| 9       | 4/10 | Drawing Conclusions – what did we learn? | China Report due  
          *Business Professional Attire* |
| 10      | 4/17 | Final Session with Dean Ellis | Business Professional Attire |

**Synopsis***

A one page synopsis on the content of this session is due *at the beginning of the next class*

**Quizzes**

Be prepared for quizzes, announced or unannounced at any time. Quizzes will cover any and all material covered in class prior to the session, and any articles assigned for reading for that session.
Submit Photo and Bio by January 23 (Session 2)

Please prepare four (4) new 5 x 8 inch cards with a new (recent) picture of yourself (depicted anyway you like so long as you are recognizable), with some brief information about yourself such as country of origin, languages you speak, your major, your short-term and long-term career goals, hobbies, eccentricities, and anything else that is interesting about yourself that you would like to share with us. We want to get to know you even more.

Name: (last name, first name)
Please provide us information on:

- Country of origin
- Languages spoken
- University Clubs and University organizations
- How have you professionally grown since the fall 2014 term?
- What will be your personal impact on the GLP spring 2015 term?
- How have your aspirations and ambitions changed since the fall of 2014?
- Tell us something new about you that no one would know unless you told us (do not use what you told us last term).

Please replicate this on a 5x8 index card
APPENDIX A: COURSE EVALUATION CRITERIA

A: Excellent Performance
- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Demonstrates excellent listening by remaining on "same page" as rest of class as demonstrated by comments
- Brings up questions that need to be further explored
- Clarifies points that other may not understand
- Actively participates in simulations and classroom exercises
- Demonstrates ability to apply, analyze, evaluate, and synthesize course material
- Demonstrates willingness to take risk in attempting to answer unpopular questions
- Sits at the front of the room during class and at corporate visits
- Demonstrates high quality professionalism at all times
- Perfect on time attendance
- Average to above average scores on quizzes and synopses

B: Average to Good Performance range
- Misses a class session
- Participates in actively participates class discussion but does not lead them
- Provides good information but little analysis
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze/apply course material
- Demonstrates willingness to attempt to answer questions
- Average scores on quizzes and synopses

C: Below Average Performance
- Misses a class session
- Participates in group discussion only when solicited
  - occasional input, often irrelevant, unrelated to topic
  - reluctant to share info
  - not following flow of ideas
  - personal application only
- Demonstrates minimal knowledge of course material
- Repeats information heard from others without synthesis
- Attends class but is late or unprepared
- Drains energy from class goals
- Sits at the back of the class or room during corporate visits
- Sleeps in class or during executive presentations
- Exits and re-enters room during guest speakers or during corporate visits
- Shows little interest in topics of discussion
- Below average scores on quizzes and synopses

No Credit: Unacceptable Performance
- Fails to participate even when specifically asked
  - gives no input
- Does not demonstrate knowledge of readings
- Shows up to class; does nothing, is a distraction to others
- Behaves toward others in disruptive fashion, for example, sarcastic comments aimed at others
- Misses more than one class session
- Demonstrates behaviors unacceptable to the University of Southern California
- Low scores on quizzes and synopses
- Failure to turn in required course work
APPENDIX B: COMPANY BRIEFING PAPER

**Educational Objectives**

1) To understand the position of companies you will visit in their industries and the key challenges and opportunities they face.
2) To familiarize yourself with the challenges and opportunities confronting the industries you will visit.
3) To appreciate basic facts about the companies and industries you will visit.
4) To prepare yourself and the class for the company visits in the country you will visit.

**Description**

This paper is a short analysis of one of the companies and industries you will visit (a group will be assigned to each of the companies and industries you will visit). The emphasis of the paper should be on discussing the key challenges and opportunities confronting your assigned company and industry and understanding the types of important decisions facing managers in your company. The purpose of these papers is to prepare yourself and the rest of the class for the company visits in your country. By having some familiarity with the companies and industries you will visit, you will be prepared to ask more sophisticated questions of the speakers.

The paper should consist of your group’s interpretation and analysis of the information you all collect and should be written in your own words. Cutting and pasting information from other sources should be avoided. Instead of merely repeating the information you collect, you should make sense of the information you collect, interpret the information in terms of the implications for your company and industry, and communicate these points effectively and concisely in the paper.

Company briefing papers should be approximately three pages, single-spaced (five pages is the maximum length). Ideally, your report should be two pages in bullet format with carefully chosen sub-headings to help the reader quickly follow your report’s logic. It should also have as a three page a list of questions we should be prepared to ask. In coming up with the questions, you should research current issues facing the companies. Be sure to cite your sources of information. A template for formatting the company briefing papers is provided so that these papers have a consistent appearance when assembled into a book (see Appendix II of this syllabus for the template).

**Issues to Address in Briefing Paper**

The paper should be divided into five sections corresponding to the following five issues:

1) Describe briefly your company and the industry in which it is located.
2) Analyze the major challenges and opportunities facing the industry.
3) Identify the company’s competitors, and analyze their strengths and weaknesses. Analyze the strengths and weaknesses of your company in comparison to those of the competitors.
4) Analyze the key challenges and opportunities facing the company today and in the future. Discuss the most important decisions facing senior managers in the company.
5) List your sources of information.

**Strategic Questions**

You report must also have a list of questions that we can ask our hosts. These questions should be well thought out and should address current issues the company is facing.

**Deliverable**

Three hardcopies of your company briefing paper are due to your professor by the starting time of your class on Friday, February 27, 2015. One electronic copy is due by the same time and should be emailed tomarshall.line@marshall.usc.edu. 
## APPENDIX C: PEER EVALUATION

Please allocate 100 points among your team members, including yourself, to reflect each person’s relative contribution to your team. Write the name of each member of your team, including yourself, in the spaces below and then assign points to each person. Make sure the points add up to 100. Please rank your colleagues from 1 (contributed the most) to 5 or 6 (contributed the least).

<table>
<thead>
<tr>
<th>List Name of Person (Please Print)</th>
<th>Points</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yourself</td>
<td></td>
<td></td>
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<tr>
<td>Team Member</td>
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</tr>
<tr>
<td>Total:</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation**

Please explain why you divided up the points the way you did. This explanation is an important component of the peer evaluations, so please take the time to provide a thorough explanation. Peer evaluations that have a good explanation will be taken more seriously than those that do not.

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
APPENDIX D: TEMPLATE FOR MEMORANDUMS

Date: January 16, 2015  
To: BUAD 102 students  
From: Professor Geck and Professor Voigt  
Re: Memorandum format should be clear, concise, and very specific – no fluff!

Begin your memorandum with a strong purpose which should then roll into the main idea of your memorandum. The first paragraph in your memo should contain statements that are clear, accurate, and motivate the reader into action. Remember, a high quality memo addresses one subject only. The opening paragraph highlights the significant facts that will be explained in detail below. Each point should be addressed briefly in the opening as well as the action that the reader should take based on the writer’s suggestions.

HEADINGS & SUBHEADINGS SHOULD BE USED FOR EACH KEY POINT
Headings and subheading help to break up the monotony for the reader. They also act as transitions and/or placement markers for your ideas. If the reader would just read the subject line and then each heading/subheading, the entire “story” of the memorandum should be obvious.

- Bullets can be used for facts that are random yet related
- Bullets can be full statements or fragments depending on your style

ALWAYS KEEP YOUR READER IN MIND
1. Numbers should be used for ideas that have a chronological flow.
2. Be as concise as possible for the reader’s sake. Keep it short and simple (K.I.S.S.).
3. Your memo should highlight and offer supporting evidence that you want to make sure the reader knows.
4. Make sure you proofread your memo and pay special attention to spelling, grammar, and formatting consistencies.

NEVER WASTE YOUR READER’S TIME
When you write, be mindful of the purpose and make sure you take the time to answer any potential questions the reader might have based on your statements and opinions. Remember this is a conversation that you are having with the reader and you need to make sure that the knowledge you are conveying is clear and direct.

***

Writing a well thought out memorandum is not as easy as it may appear. The opening must be direct and specific. The body needs to address the areas of concern clearly and concisely while offering enough evidence to support opinions, and the close needs to wrap up the entire document and direct the reader to the next steps that are requested from the writer of the memorandum. Based on the material discussed above we are looking forward to reading your memorandums in the near future. If you have any questions, please feel welcome to contact us at geck@marshall.usc.edu or cvoigt@marshall.usc.edu.