

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.
- The psychology of turnarounds.

MOR 559:

MANAGEMENT CONSULTING

Section: 16696
Semester: FALL 2016
Days: Tuesday: 6:30- 9:30 PM
Dates: First Class: 08/25/16
Last Class: 12/01/16
Final Exam: TBA per USC Sched.
Room: JKP 204
Professor: MICHAEL MISCHE
Office: HOH 415 also JKP Café
Office Phone: 213.740.0728
Facs: 213.740.3582
Office Hours: *Coffee w Mische Tuesday @ 5:45PM*
Mon.–Th: 10:00 – 12:30
Tues & Th: 5:30 – 6:30
Any time after class and by appointment.
Please feel free to email or text me at any time with any questions, ideas, comments or needs (Text is better).

Email: mische@marshall.usc.edu

Cell: Provided in the class

1.0 COURSE DESCRIPTION & SYLLABUS

1.1 Course Description

Welcome to Professor Mische’s MOR 559! MOR 559 is about strategic *transformation*. MOR 559 is divided into four modules:

MOR 559 COURSE DESIGN



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; how companies such as Harley Davidson and IBM came roaring back from the brink of the corporate abyss and how companies like Toyota and Samsung manage to stay on top.

Declines and turnarounds are complex, fraught with intrigue and opportunity and enormously challenging. In MOR 559 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 be used to revitalize companies, and the role of the CEO as the leader of strategic change and renewal. Accordingly, emphasis is placed on assessment in the early portion of the course and in the latter sessions, leadership for change is emphasized.

As this is an advanced MBA class, we stress **critical thinking**, the integration of other courses and knowledge and the application of **analytical** processes, frameworks and methods. We examine factors, decisions, data and conditions related to strategic decline, change and renewal. As communication is an essential quality of leadership and management *ALL* students are encouraged and expected to participate in class. Learning teams, individual assignments, formal cases, and a Harvard Coursepack 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. 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. Some of the primary objectives and outcomes of this course are:

1. Providing you with an knowledge of identifying and assessing the symptoms of decline
2. Helping you develop fundamental knowledge of the causes of decline and business failure
3. Providing you with the tools and methods available to initiate strategic renewal
4. Enabling you to develop the requisite skills for managing effective and successful strategic renewal efforts
5. Challenging your abilities and expanding your critical thinking and analytical skills
6. Helping you develop an understanding the basic concepts related to turnarounds.
7. Advancing your understanding of strategy and management thinking.
8. Providing you with tools and methods to craft strategic change and renewal.
9. Enabling you to better understand the factors and indicators of industry & company decline.
10. Exposing you to several different industries and management problems.
11. Elevating your management skills in strategy and turnarounds.
12. Providing a “referential point” through cases for strategic decline and renewal.

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. With MOR 559, I would anticipate you being better positioned to lead a renewal effort.

1.3 Course Components

Academic Components. MOR 559 is composed of 5 major academic components. Each component is designed to provide you with a specific learning experience that supports a particular set of objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student. Specifically:

1. **Classroom 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, analytical skills, management *acumen* and communication talents. Come to class ready to work, participate, contribute, compete and have *fun*. Classes are similar to any business or boardroom, they are direct and facilitative and provide a forum to challenge the professor, your classmates and most importantly, yourself...**BE ENGAGED**.

Lectures are important...most of what you will learn is lecture based, collaborative *and* case or project related. The readings either “set the stage,” reinforce concepts, or provide a different perspective. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.

- **WARNING! DO NOT RELY** on PowerPoint posting and BB...I rarely use slides and I rarely post lecture notes. I do not need nor do I rely on slides. I lecture and *teach* in the classroom and most of what you will learn will be from the lectures my 30+ years of experience, as well as our collective interactions in the classroom...not BB and PPTs.

2. **Readings & Cases Component.** We will discuss assigned readings and or aspects of the individual projects during designated classes. The readings and discussions provide us the opportunity to learn, practice, hone our perceptions, advance our analytical abilities, and to learn directly and vicariously from others’ situations and each other.
3. **Team Project & Contribution.** Teamwork in management consulting is *essential*. Learning how to function as an effective team member and leader are prerequisites to management level positions in any consulting firm. Your functioning and contributions to the efforts of your team are essential components of your development as a future leader of organizations. Your participation, engagement, dedication and contribution to the performance of your team carries a weighting for grading purposes. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective team member. More importantly, learning how to create, manage and sustain collaborative teams are important management and consulting skills.
4. **Intellectual Component.** This component focuses your cognitive and decision making abilities. The intellectual component includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. As indicated, 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. **Office Hours & Support Component.** I love teaching and ‘creating’ management consultants...nothing is more rewarding than to see my students successful. I’m here to support your efforts, assist you in understanding course content, and facilitate your success in MOR 559.

- I am here to help make you successful and I take that responsibility and commitment seriously. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful. I'll do my best to be responsive, communicative and facilitative and to help you succeed in this course and in securing employment or your career. Always feel free to text or call on my cell at any time.
- I'm here (on campus) over 40 hours a week. I've published my teaching schedule on BB for you...always feel free to come to one of classes.
- ***Reach out to me at any time.*** I am also readily accessible via text messaging. I prefer texting to emails simply due to the volume of emails that I receive. I usually respond to texts in relatively short order.

1.4 Required Materials

There is not a good textbook on management consulting. (I'm writing one for use next year.) MOR 559 *does not* use a textbook. MOR 559 uses a **Harvard Coursepack**. I have selected readings and organized the Coursepack to support the concepts and key themes of MOR 559.

The **Harvard Coursepack** contains the formal business cases, readings and articles that we will use throughout the semester. The Coursepack is MANDATORY. I update each semester for new articles and readings that are more “on point” and or appropriate for the evolving needs of the course. The Coursepack can be purchased and downloaded via the link below:

COURSEPACK URL:
<http://cb.hbsp.harvard.edu/cbmp/access/51727530>

It is essential that you obtain the Coursepack. BUY IT @:
<http://cb.hbsp.harvard.edu/cbmp/access/51727530>

I will also post an occasional ad-hoc reading on BB. The intent of these ad-hoc materials are not to increase course loads, but to embellish and advance the learning process and improve your educational experience at Marshall...therefore...read them! Other resources used or referred to in this course includes, but are not limited to:

- **USC'S 5-Step Critical Thinking Initiative**
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- **USC's Statement of Ethics**
https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- **AICPA Code of Professional Conduct**
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- **Institute of Management Consultants**
<http://www.imcusa.org/?page=ETHICSCODE>
- **USC's Final Examination Schedule**
<http://classes.usc.edu/term-20163/finals/>

1.5 Summary of My Expectations

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 reflect on the **4 P's of success**:

PREPARE for class. Preparation is essential to client service & professionalism. Concentrate on learning and not your grade! *"Great grades follow great learning."*

PARTICIPATE in class. Consulting is communication based and the most successful consultants are also exceptional communicators.

PUNCTUAL. USC costs lots of money...be on time & maximize your value.

PROFESSIONAL. Be a professional learner...your job is to learn.

1.6 Course Expectations...Prof. Mische's 9 Simple Rules to Help You Succeed!

1. **Texting & Emailing.** Please don't text or email in class. It's incredibly distracting to faculty and to others and frankly it's...rude. If you must text, kindly remove yourself from the classroom and do so outside. If I find that the texting or emailing is a distraction to our collective efforts, I will ask you to leave....no negotiation necessary. *Stay focused!*
2. **Preparation.** Preparation is essential to success. I expect you to be prepared for each class and come prepared to participate, contribute and learn. Furthermore, as Marshall degree candidates you are expected to meet and satisfy all due dates and deadlines. *Do the work...take the initiative.*
3. **Participation.** This is a highly interactive course, which is reflective of the realities and the demands of management consulting. Consultants must communicate with their clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
 - You are encouraged to explore various ways to express yourself and your ideas. Participate, contribute, learn and be engaged...your grade is partially based on it!
 - The quality of your learning experience during our class discussions will be directly determined by: (1) your degree of preparation, active listening, and participation, and (2) your classmates' preparation, listening, and participation. Some will not agree with you and you may be asked to defend your argument. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.
 - If you are not inclined to engage in class discussions, then write your thoughts and contribution in the form of a memo to me. Your memo doesn't have to be a novel or dissertation...just short, to the point and expressive of your participation and learning.
 - Each of us is different in how we express our participation, so a wide range of participation activities is acceptable, but performance must be demonstrated individually, within the teams and in the class. Each person will be subjectively evaluated by the team and by me as to his or her preparation for the sessions in

addition to his or her contribution to the team performance. *This is world-class, elite university, so use and seek every opportunity to get better here, at Marshall, so you can perform better in the C-suite later!*

4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive of one another. Do your work, be prepared. Take pride in your work. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. Make every second count for something meaningful. Get involved, debate, challenge, argue, take sides, be passionate and be resolute and always *COMPETE*...but remember that each of us is part of USC and therefore members of the Trojan Family and Trojans are *winners!!!*
5. **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 on another class, checking your texts, etc. Focusing requires energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. *Stay in the moment!*
6. **Punctual.** Everyone at some time might be a little late or miss a class. As Marshall degree candidates, USC expects you to be responsible and let faculty know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. As lectures are important, excessive absences (more than three) could adversely affect your final grade in the course. *You worked hard to get to USC...come to class on time and ready to work!*
7. **Attendance.** Be engaged in the class. Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's course contribution grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. *You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.*
8. **Relax.** Relax and enjoy the learning experience that is unique to Marshall and USC. Put effort into your learning, take the class seriously, and do the work. If you achieve those objectives, then you should do well in the class. More importantly, the material that you learn in this class is valuable to your career and professional development.
9. **Hey Mische!** I want you to know that I take your commitment to USC, your degree and your professional and personal development very seriously. *I want you to succeed!* I want you to excel and just absolutely shred the class and the material. The results of my work are measured in years after you take the class. Please know that I am available to help you in any way that I can.

➤ If you need career advice...come see me.

- If need a recommendation and have done the work in the class...come see me.
- If you would like me to review your resume or help prep for an interview...come see me.
- If you are having problems with the material...text, email, call or come see me!
- If you are having issues with me or my teaching style...text, email, call or come see me! If there are other issues affecting your performance...text, email, call or come see me!
- The door is always open. I've been around, been through it and I am here to help.
- If I not available or around, or you feel the need to discuss matters related to the course, your learning or my teaching confidentially, then please feel free to contact either Professor Voigt or Professor Coombs of the MOR Dept. We are team and we are here to teach and help you be successful.

1.7 Course Notes

Announcements, key dates, shared information, lecture documents, notes, articles, supplemental course documents are posted on Blackboard (BB). It is your responsibility and solely your responsibility to check Blackboard for updates and materials and to also check your email for communications from me.

- **WARNING!** Do not rely on BB or Power Points...the material and learning are in the live lectures!

1.8 Grading & Assessment

1.8.1 Grading Composition

I recognize that your work and grade are reflective of many factors. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly, fairly and as accurately as I possibly can.

For this course your grade will be based on a combination of **four** grading events: (1) Midterm, (2) Comprehensive Final, (3) In class performance (participation), and (4) Project Team performance (presentation(s)). Accordingly, your final grade will be reflective of your individual and team performance as reflective in the grading events **and** your relative ranking in terms of total grade points earned/scored in those events as compared to the other students. Thus, final grades are a reflection of rankings and the grade splits (A to A- to B+ to B, etc.) from highest to lowest.

Your final grade is not based on a mandated GPA target, but on your individual performance, the performance of the class as a whole **and** your relative ranking as compared to the other students. Historically, the average grade for this class is about a "B+."

Below is the grading composition for this class. Please note that I reserve the right to change the composition and/or weightings based on class performance **and** subject to our collective agreement and vote.

MOR 559 - GRADING COMPOSITION:	
Grade Event	Weighting
Mid-term	30% (Individual based grade)
Team Performance- Project	30% (Team based grade)
Final-Comprehensive	30% (Individual based grade)
Individual Participation	10% (Individual based grade)
Total:	<u>100%</u>

Note...grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and encouraged, may not always be indicative of the final grade and or your effort. Do your best! Compete hard and fairly for the best grade that you can possibly earn. Don’t worry about the other students...concentrate on your own learning and contributions to the class.

1.8.2 Final Examination: A Summation of Your Learning Experience

There will be a final exam for this class. The final examination for this course will be conducted on the date, at the time and in the location **as scheduled** by USC. I do not schedule final exams. No exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit. You are completely responsible for attending the final examination on the date published by USC...please do not ask me for any special consideration unless you specifically satisfy the conditions described below for scheduling conflicts, religious observance conflicts and documented emergencies. USC’s final exam schedule and policy can be viewed at:

<http://classes.usc.edu/term-20163/finals/>

The following is USC’s stated policy for final examinations.

“Final Examination Policy for all Fall and Spring Courses Scheduled in Standard Sessions

All undergraduate and graduate courses scheduled in the standard sessions of the fall and spring semesters have a published final examination schedule. In accordance with the policies of the United States Department of Education, the last scheduled day of class is required instructional time. Either a final examination or other final summative experience must take place during the published final examination period.

Final examinations or other final summative experiences may not be scheduled during the Study Days period.

No deviations from the published examination period are permitted for courses scheduled in a standard session during the fall and spring semesters, unless faculty have authorization in advance from the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any faculty request for rescheduling a final examination without unanimous written consent of all students in the class. Contact the Registrar’s Office (213-740-4623 or registrar@usc.edu) for the request form and procedures.

Student Scheduling Conflicts

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. If a student is scheduled for more than two final

examinations in one day, the student may request to take one of the exams on a different day or time. In either situation the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or testing@usc.edu) for assistance.

Faculty are reminded that grades are due 96 hours after the University-scheduled final examination day and time. Therefore, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

Religious Observance Conflicts

When a final examination is scheduled at a time that conflicts with a student's observance of a holy day, faculty members should accommodate a request for an alternate examination date and time. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date and time.

The student and/or professor may reach out to the Office of Religious Life (213-740-6110 or vasoni@usc.edu, Dean of Religious Life) for guidance.

Documented Emergency

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the professor about receiving a grade of Incomplete (IN) for the semester. Faculty and students alike should refer to the rules regarding the mark of Incomplete at the time of the request. The **Registrar's recommended definition of emergency**: "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

1.8.3 559 Project (30% of Your Final Grade)

In this course you will be performing an assessment of an actual company. Below is an **example** of the basic design and requirements of the exercise.

CLASS:	MOR 559 "STRATEGIC RENEWAL AND TRANSFORMATION"
TOPIC:	PROJECT TEAM ASSIGNMENT: COMPANY FOCUS
SEMESTER:	FALL 2016

BACKGROUND

One of the major activities associated with the learning objectives in MOR 559 is analyzing an existing company that is in "distress" or is heading into "distress" and designing strategies to help it turnaround. Historically, MOR 559 has identified and predicted major collapses, such as GM, Tribune, Yahoo, American Airlines, Borders and Circuit City. Turnarounds have included such companies as, Audi, Ford, Best Buy and Gap.

For MOR 559 each team selects a public company early in the semester and follows it for the duration of the semester. Teams report on their companies twice: as a grading event during the semester and as part of the final exam on the last day of class. We use this format because it allows us to study several different companies in multiple industries and thus, we cover lots of ground.

Plus, its more interesting than 50 people studying the same company and answering the same old questions.

LEARNING OBJECTIVES & ORGANIZATION

This assignment is designed to link course concepts to a contemporary business that is experiencing distress, duress or failure or has/currently is going through a transformation. It is highly integrative and provides you with significant MBA/Executive latitude in applying course concepts and those concepts from other classes to a real life company, while providing the structure necessary for effective learning through the application of MOR 559 course material and objectives.

The assignment is composed of the following **three components**:

1. **Teams.** Organize yourselves into teams of 6-8 students. Choose your teams wisely because this will be learning team for the entire semester and you and your teammates will be sharing grades for this part of the assignment.
 - a. Please give your team a name...like "Trojans" or something like that. Naming the team aids in branding you and your team.
 - b. Please provide me with a list of all team members.
 - c. Please elect or select a team leader who I can coordinate with.
2. **Company.** Select a publicly traded company that is either in distress, or clearly headed for distress.
 - a. Must be publicly traded.
 - b. Must have press coverage (the more the better as info is tough)
 - c. Should be *relevant* & interesting...a coal mine is not interesting for a Marshall MBA
3. **Analysis.** You and your team will analyze the company using course concepts, tools and methodologies to become turnaround experts and develop meaningful strategic insights and ultimately, a strategy for that company.

REQUIREMENTS & DUE DATES

Situational Set-up. You are highly qualified management consultant and Trojan (or USC prof!) whose firm has been analyzing the strategic position of the company. You will be presenting to the Board of Directors (BoD) of your company, who are considering the problems of the company and its future.

Requirements. As is reflective of a contemplative BoD, there are a series of questions and requirements specific to your company. The BoD has developed a series of **four requirements**, each with specific questions for your team:

1. **Requirement- 1 High-Level Analysis & Statement of Work.** Due Week of _____.
 - a. Provide a Statement of Work with a work plan for analyzing the company...tasks & responsibilities and the possible models and frameworks that you believe will be most useful in your analysis of the company and its environment & situation:

- b. Critical Thinking- Demonstrate:
 - i. Describe how you will go about analyzing the company.
 - ii. Describe what you believe to be the big issues of critical importance and how these issues relate to strategy and the competitive position of the company.
 - iii. Describe the Top 10 critical questions that you are going to ask about this company's strategy?
 1. Why are these questions critical?
 2. Where's causality between your questions and the assignment?
 3. Where are the points of integration between the critical thinking and the basic ideas and concepts discussed in MOR 559?
 - iv. Identify and discuss your research and data collection methods.
 - c. Provide an initial Assessment as to why this company is a good candidate to study...that is, what are its problems and issues and how to the problems relate to strategy & the course? (Note: You'll want to relate this part to the 10 questions above)
 - d. Required Format: PPT & In-class Discussion.
2. **Requirement- 2:** Provide a Status Report on your efforts summarizing the strategic position of the company. Due Week of _____.
 - a. Provide an Analysis-Environment: Describe the current economic and business status of your company.
 - i. What changed or what is expected to change in the environment that will either help or hinder the company?
 - ii. What drove the changes?
 - b. Provide an Analysis-Industry: Describe the industry in terms of buyers, suppliers, substitutes, entrants and rivalries.
 - c. Provide an Analysis-The Strategic Position
 - i. What is the company's position relative to the 5-Stage Company & Industry life cycle.
 - d. Provide an initial Analysis-Situational Assessment:
 - i. To what extent is your company in trouble?
 - ii. If the company is in trouble, then how deep?
 - iii. What caused the problems?
 - iv. How does the company relate to Kotter's indicators of decline & failure?
 - v. What are some of the major resource & capability issues and considerations confronting the company?
 - e. Required Format: PPT & In-class Discussion.
3. **Requirement 3:** Interim Update. Due Week of _____.
 - a. Provide a Status Report on your progress
 - i. What's completed
 - ii. What needs to be completed
 - iii. Major accomplishments
 - iv. Major issues or problems
 - v. Assessment of Team Performance- 1 (See BB for details).
 - b. Required Format: Memo to MAM (See example on BB).
4. **Requirement 4:** Final Report. Due Week of _____ in the form of In Class Presentations.
 - a. Provide a formal strategic assessment of the company.

- b. Describe the strategy of the company in the context of the industry and assess:
 - i. Competitors
 - ii. Disruptive Influences
 - iii. Resources, Capabilities & Constraints
 - iv. Develop conclusions about the strategy & future of the company
 - 1. Worth saving?
 - 2. Divestiture?
 - 3. Carve offs?
 - 4. Merger?
 - 5. Bankruptcy Protection?
- c. Develop a new **transformational** strategy for the company.
 - i. What are the transformational strategies available to it?
 - ii. How will these strategies (or strategy) benefit the company?
 - iii. What are the resource requirements to execute the strategic?
 - iv. What should the first 100-days of the transformation involve?
 - v. What are the suggested KPIs?
- d. Assessment of Team Performance- 2 (See BB for details).
- e. Required Format: PPT with 3-page Executive Summary PLUS In-class Presentation.

GENERAL INSTRUCTIONS FOR ALL REQUIREMENTS (ALL TEAMS & ALL COMPANIES)

Make sure you address all requirements and questions as per above...no exceptions.

In general, and per instructions for each requirement above, your formal hand-in requirements consist of:

- a. PPT presentation addressing the questions assigned and describing your approach, research methods, tools and critical questions that you will use to analyze your company.
- b. Executive Summary, not to exceed three (3) pages, single spaced, plus any attachments.
- c. A "Project Status Memo" summarizing your progress to date (see BB).
- d. Please hand in your PPTs and ES at the beginning of class. Make sure that your names on the each page of the PPTs and ES.

For the final presentation the Week of 11/30:

- a. Present your findings and approach, using your PPT and any other materials, to the class.
- b. You will have 12 minutes to present your approach, followed by a 3 minute Q&A session.
- c. Any student may ask a question or challenge you and your team!

COACHING HINTS & TIPS

This is *integrative* learning. It involves elements of traditional classroom lectures, research & readings and On-the-Job-Training (OJT). As coaching hints, think about the following:

- 1. Why you are focusing on this company...why is it a good candidate to study?
- 2. What the major issues are associated with your company's profile and performance.
- 3. The factors contributed to getting your company in trouble.

4. Why your company is a candidate for renewal?
5. How can I best associate course concepts with the issues and needs of the company.
6. How can my team best go about analyzing and assessing the company (work plans)
7. What are the some of the tools and techniques that might be used to perform an analysis of the company (methods, frameworks, models, etc.).
8. How does this company compare to its peers?
9. If you were brought in as CEO or turnaround artist, how would you do it? What factors would have to consider and overcome? Can you overcome them?
10. How to best optimize the skills and talents of each of your team members.

Sometimes it's easier and more effective to "role play" for these types of assignments. Try to put yourself in the role of an a consultant who is chartered with analyzing the company and developing conclusions and recommendations as to whether it should be, could be, or not be, "saved" and what it's strategy might be moving forward.

1. Think it through...what got them into trouble and can they be resuscitated and renewed?
2. Do they have the core ingredients for a turnaround?
3. How would Wall Street react? Is there brand value?
4. Are there core competencies worth preserving or acquiring?
5. What about competition and industry dynamics?
6. What's the impact of unions and customers?
7. Is the malaise due to mismanagement or is it general industry shift or episodic event?
8. How can your analysis and approach be linked to the readings concepts and content of this course, as well as others?

TYPICAL GRADING CRITERIA

(Provided for example and information purposes only. Subject to Change without written notice.)

Understanding of Question & Assignment (20 Pts.)

Do you understand the question and assignment as demonstrated by:

- Restating the question
- Supporting the assigned question with supplementary questions & issues
- Articulating why the question is important and relevant given Ford's position
- What are the critical issues facing this company as related to your question and why are they so critical?

Depth & Thoroughness of Analytical Approach (35 Pts.)

To what extent was your analysis thorough and useful, as demonstrated by:

- Research approach
- Planned use of relevant facts & research sources
- Planned Approach & Work Plan was logical
 - Task Plan
 - Scheduling
- Appreciation for situation, realities and limitations (operational, competitive, financial, shareholder, regulatory, labor, other stakeholders)
- Avoidance of the stated obvious (we know that Ford makes cars and that Toyota is a competitor)
- Relating research and facts to your question, supplementary questions and issues
- Proposed use of analytical techniques and why those techniques are appropriate

- Insightfulness and perspective into the issues, problems and realities facing Ford (what's really happening to this company and why)
- Demonstration of causality with a clear logical path and "results"

Format & Presentation Quality (20 Pts.)

To what extent is your presentation PROFESSIONAL and indicative of executive communication skills:

- Presentation and ES are easy to read, logical and well written
- Analysis and research are documented (no glib statements)
- Material is professional and client ready
- Presentation was delivered well, everyone participated, all team members were introduced and had a role.
- Transitions to new concepts, ideas, and topics were smooth
- Team members were relaxed and accessible
- Q&A was responsive and lively
- "Wow" Factor..."X" Factor..."IT" Factor

Executive Summary (25 Pts.)

- Clear, concise, engaging, meaningful.
- Communicative and appropriate for C-level leadership
- Proper structure, logic, language and readability

TOTAL POINTS (out of 50 possible):

CONVERSION TO LETTER GRADE:

1.8.4 Team/Peer Evaluations

Each of you will complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form can be found on BB.

- If you are experiencing any group-related problem (e.g. conflict, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.
- If you experiencing any academic problems or personal issues (e.g. illness, injury, hardships, conflicts, etc.) that might influence your academic performance, please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.

1.8.5 General Grading Standards & Criteria

Marshall degree candidates are expected to perform at the highest levels. I take grading and your grade seriously! Your work will be evaluated based on the objectives of MOR 559 and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use a number of criteria and dimensions. As a guideline, below please some examples including, but not limited to:

1. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments?

2. **Perspective** – Did you establish a context & did you provide perspective for your finding, thought or conclusion...does that context reflect contemplative thinking and does it ‘paint a picture’ (going above & beyond the obvious correct answer)?
3. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
4. **Relevance** -- Does your work or comment bear on the subject at hand? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
5. **Causal Linkage** – To what extent is your work or comments logical antecedents or consequences of a particular argument traced out? (Comments that push the implications of a fact or idea as far as possible are generally superior.)
6. **Responsiveness** – To what extent does your work or comment react in an important way to what someone else has said, the issue or problem at hand, or scope and objectives of the assignment or project?
7. **Analysis** – To what extent is your reasoning consistent and logical? Have you employed the proper set of frameworks and analytical methods?
8. **Evidence** -- Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
9. **Importance** -- Does your work or comment contribute further to our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
10. **Critical Thinking** – Are you thinking critically? Are you interrogating issues and facts? Does your thinking reflect the attributes of USC’s 5-step USC-CT? Have you applied and demonstrated USC-CT in your analysis and formulations? (See posting on BB)
11. **Engaged** – Did you come to class ON TIME and did you CONTRIBUTE?
12. **Compliance** – Is your work responsive to the requirements and scope and objectives of the assignment?

I will do its best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as they can. Also, I usually publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare.

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 a memo to me and request an explanation and re-evaluation of the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be advised that as in business and life, the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

1.9 Assignments

The assignments for this class may involve a combination of readings, cases, videos, ELC exercises, simulations and a team project.

- **For readings and cases:** please see **Section 3.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **Team Performance:** Please organize yourselves into teams of 5 - 7 students. This will be your “learning team” for the entire semester, so select wisely and carefully. The team performance component is **30%** of your final grade and will include peer reviews (see Section 1.8 above). 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.

1.10 Assignment Submission Policy

Be professional. Assignments must be turned in on the due date/time. Specifically:

- All formal assignments are due as specified and must be submitted in **HARD COPY** form. I will not accept electronic copies unless prior approved.
- For all assignments please make sure that you specify your course number and DAY and TIME of course...that’s really helpful to me!
- Any assignment turned in late *may* be subject to an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).
- If you are unable to attend class on that day, make arrangements for your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. at **400 Hoffman Hall** by the start of class. You may also slide your work under my door at **415 Hoffman Hall** or fax your work to me at 213.740.3582 (To Professor Mische). Late or not, you must complete all required assignments or your grade will suffer.

2.0 ADDITIONAL INFORMATION

2.1 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 retain it).

2.2 Technology Policy and In-class Use of Laptops and Other Devices. Laptops, cell phones, and iPads are **not** to be used during lectures.

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.**

- If you are texting I will politely ask you to stop; thereafter I will ask you to leave.
- During examinations you must place your device away and out of sight and in the ‘off’ mode. During the exam, any use of cell phones or other device without my express consent is subject to dismissal from the exam.
- Videotaping faculty lectures is not permitted due to copyright infringement regulations.
- Audiotaping is not permitted unless approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.
- No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or

retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.

- I reserve all rights, including copyright, to my course syllabi, lectures, Power Points, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

2.3 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.

2.4 Statement on Academic Integrity. USC seeks to maintain an optimal learning environment and the highest academic standards. **I will not tolerate cheating of any kind.** Any cheating will result in the automatic dismissal from my class and a referral to USC's the Office of Student Judicial Affairs and Community Standards for immediate consideration. Any allegation of cheating will be referred to the USC's the Office of Student Judicial Affairs and Community Standards.

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), while the recommended sanctions are located in Appendix A of that document.

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.

2.5 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 (BB), 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.

2.6 Statement on Academic Conduct and Support Systems

2.6.1 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>.

2.6.2 Discrimination, sexual assault, and harassment are not tolerated by USC. Any form of discrimination, harassment, profiling, bullying, etc. will not be tolerated by me or any other member of the USC community. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety*

<http://capsnet.usc.edu/departments/departments-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/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

2.6.3 Support Systems. Students whose primary language is not English should check with the American Language Institute <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 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> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

2.7 Disruptive Classroom Behavior

Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor's ability to teach effectively. Further information can be found at http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

3.0 COURSE CALENDAR/READINGS/CLASS SESSION

MOR 559 COURSE CALENDAR, TOPICS, ASSIGNMENTS & READINGS ARE POSTED SEPARATELY AS AN EXCEL FILE ON BLACKBOARD UNDER "SYLLABUS"

THANK YOU!

FIGHT ON!