

**BUAD 497
KEY CONCEPTS & THEMES**

*What is strategy?
What is the role of strategy?
How is strategy created?
What factors are considered in strategy?
What are strategic frameworks & models?
What makes a strategy successful?
How does a company defend itself from predatory competitors?
How does a company enter a new market?
What is a Blue Ocean v. Red Ocean strategy?
What is sustainable strategy?
Strategic Planning for:
 Outsourcing
 Innovation
 High tech
 Organizational Change
M&A Strategy
Vertical/Forward/Reverse Integration/Value Chain
These are just some of the key concepts that we address in BUAD 497!*

**BUAD 497:
STRATEGIC MANAGEMENT**

Sections: 15092- Mon & Wed: 8-9:50 AM
15100- Tu & Th: 8-9:50 AM
Semester: FALL 2016
Dates: 15092: 08/22/16 to 11/30
15100: 08/23/16 to 12/1
Final Exam: TBA per USC Schedule
Room: 15092: JFF 239
15100: JFF 239
Professor: MICHAEL A. MISCHE
Office: HOH 415 also JKP /JFF Café
Office Phone: 213.740.0728
Facs: 213.740.3582
Office Hours: *Coffee w Mische Thursday @ 5:45PM*
Monday - Thursday: 10:00 – 12:30
Tuesday & Thursday: 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

1.1 Course Description

“Think differently and you will see the possibilities. Act boldly and you will gain the advantage.”

Welcome to Professor Mische’s BUAD 497 class! *Strategic Management (BUAD 497)* is an **integrative** and **interdisciplinary** course. In studying strategy, the course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics.

BUAD 497 assumes a broad view of the business, political and economic environment that includes buyers, suppliers, competitors, technology, drivers of the economy, capital markets, government regulation, and other forces that impact and shape how organizations behave and plan for the future.

BUAD 497 views the external environment as *dynamic*, always *changing* and *uncertain*. The course takes a *general management* perspective, viewing the firm as a whole, and examining how policies in each functional area are integrated into an overall competitive strategy. The key strategic business decisions of concern in this course involve selecting competitive strategies, creating and defending competitive advantages, defining firm boundaries and allocating critical resources.

Prerequisites. The course prerequisites as listed in the USC catalogue are as follows: BUAD 281 or BUAD 285*b* or BUAD 286*b* or BUAD 305 and BUAD 304 and BUAD 307 and BUAD 215*x* or BUAD 306 and BUAD 302 or BUAD 302*T*; *co-requisite*: BUAD 311 or BUAD 311*T*.

1.12 Learning Objectives

“Strategy...is the essence of competing. A great company cannot remain relevant without strategy but a great strategy does not guarantee a great company.”

The major objectives of this course are to introduce you to the key concepts, tools, and principles of strategy formulation and competitive analysis and help you build a basic competency in strategy analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, data analyses, use of frameworks, organizational processes, and the skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and optimize long-term profits in the face of uncertainty and competition.

The primary learning objectives of BUAD 497 as taught by Professor Mische include developing, advancing and improving your:

1. Ability to analyze data pertinent to strategic analysis and formulation.
2. Ability to work with incomplete and unstructured data.
3. Ability to isolate key component of strategy and basis of competing.
4. Ability to ascertain the level of competitive rivalry and competition between firms.
5. Ability to recognize strategic situations and opportunities such as:
 - a. Transformational
 - b. Transactional
 - c. Accidental
 - d. Blue Ocean v. Red Ocean
 - e. Scenario Planning
6. Apply to decompose strategic initiatives and strategies.
7. Ability to analyze cases.
8. Ability to analyze and develop multiple strategic frameworks for:
 - a. Acquisitions & Mergers
 - b. Entering new markets
 - c. Sustaining competitive advantage
 - d. Supply chain strategy
 - e. Outsourcing strategy
 - f. Organizational change strategy
 - g. Innovation and high tech strategy
9. Exposure to the competitive dynamics and rivalries in multiple industries and situations:
 - a. US steel industry, organized labor, exchange rates & commodity industries
 - b. Manufacturing
 - c. Consumer products
 - d. Food & beverage
 - e. Aerospace

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

Other course objectives include:

1. Developing a cognitive understanding of terminology and relationships, the purpose of which is to help you develop factual and conceptual knowledge about the field of strategic management.
2. Building skills to perform specific forms of analysis, the purpose of which is to help you develop procedural knowledge specific to the field of strategic management and metacognitive knowledge in how to go about solving problems in strategic management.
3. Augmenting your critical thinking in evaluating the empirical evidence that exists currently concerning the use and misuse of the concepts and analyses covered, the purpose of which is to help you develop knowledge in gathering, categorizing, analyzing, interpreting, and evaluating information.

The graded elements of this course are based on assessing your ability to demonstrate specific knowledge in these areas, as well as your participation in the classroom, ELC and optional assignments.

1.2 Course Design

“Analysts are common, but a true strategist is rare.”

I have organized this semester’s BUAD 497 into **six** learning modules. Each module presents a set of concepts, themes and knowledge intended to enhance your understanding of strategy and advance your critical thinking and strategy skills.



This design provides for a unique progression of concepts and knowledge development, while creating greater opportunities for immersion in course concepts. The course culminates with a robust discussion of the future of strategy, social responsibility and corporate ethics.

In order to achieve the objectives of the course, we will devote the majority of our class time to the analysis and discussion of selected strategy topics as provided in the text and or course reader, as well as using the **ELC** for focused exercise. Weekly lectures will elaborate on key theoretical models and frameworks, *cases*, as well as the practical application of strategy in the real world through discussion of *current* business developments.

While nothing can surpass first-hand personal industry and managerial experience as a basis for analysis and decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A set of business cases has been selected on a range of companies from a variety of industry settings.

The quality of your learning experience during our class discussions will be largely determined by: (1) your degree of preparation, active listening, and participation, (2) your participation in the ELC exercises, (3) your engagement in the classroom, (4) your classmates' preparation, listening, and (5) your performance on exams.

➤ **KEY: Please refer to my CASE ANALYSIS METHOD posted on BB under “Contents.”**

1.3 Course Components

“Strategy is dynamic and ever changing; static models are for static companies.”

Academic Components. BUAD 497 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 critical....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.

- Typically, we will spend the first 10-15 minutes of each class discussing the strategic implications of some current event, development or topic...come prepared to discuss a front-page topic.
- **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 Participation & Contribution.** Teamwork in any business is *essential*. Learning how to function as an effective team member and leader are prerequisites to management level positions in any consulting or IB firm or industry. 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:
- 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.
 - Conceptual Knowledge* is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
 - 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.
 - 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 BUAD 497.
- 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

For BUAD 497 there are TWO required texts: a textbook and a course reader. You will need both.

- **Course Pack.** I've assembled a Harvard Course Pack that contains the formal business cases, readings and articles that we will use throughout the semester. The Course Pack 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 Course Pack can be purchased and downloaded via the link below:

COURSE PACK URL:
<http://cb.hbsp.harvard.edu/cbmp/access/51818555>

- **Textbook.** For Fall 2016, USC Marshall has adopted a new textbook specifically for BUAD 497. The textbook can be purchased at the USC Bookstore. (FYI..buy any version, new or used, 2nd ed. will work also).

TEXTBOOK
Title: "Strategic Management, 3rd Edition"
Author: Rothaermel, Frank T.
Publisher: McGraw Hill Education
ISBN: 978-1-259-42047-4 (Student Edition)

Please note that 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/>
- **Association for Strategic Planning**
<http://www.strategyassociation.org>

1.5 Summary of My Expectations

As your prof I have certain expectations of you as a Marshall student. First, please make an effort to stay current with business issues by accessing CNBC, Bloomberg and other business news services. Second, 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 MY Course Expectations of YOU...Prof. Mische's 9 Simple Rules to Help You Succeed!

I have one ambition...to help you to be as successful as possible with this course and in beginning your career. I've been there and I've done it. I'm here to help you...do the work and together we can be incredibly successful. I have one overriding philosophy: *This is world-class, elite university, so use and seek every opportunity to get better here while you are here at Marshall, so you can perform better in the C-suite later!*

Here's a few simple "rules" of Mische:

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! I'm always open to challenges, ideas and debates...use this course to develop your board room skills...have fun and learn.
 - 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, then it is very much welcomed. And the same goes for your prof!
 - 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 a novel or dissertation...just short, to the point and expressive of your ideas, thinking, participation and

learning. In this class, communication is a factor for both learning and grading...so communicate!

- 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.
4. **Professional.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive 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 solely on BB or Power Points for course material and knowledge...the material and learning are in the live lectures!
- **ADVICE!** Always check BB for announcements.

1.8 Grading & Assessment

1.8.1 Grading Composition

"Great grades follow good learning."

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 **five** grading events: (1) Midterm exam, (2) Final exam, (3) In class performance (participation), (4) Project Team performance (presentation(s)), and (5) USC Mandatory Participation (see below). 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+ (3.3)." 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.

BUAD 497 - GRADING COMPOSITION:	
Grade Event	Weighting
Mid-term	30% (Individual based grade)
Team Performance- Project	30% (Team based grade; See 1.8.3 below)
Final-Comprehensive	30% (Individual based grade; See 1.8.2 below)
Individual Participation	5% (Individual based grade)
USC Mandatory Research Part.	5% (Individual based grade that is Pass/Fail; See 1.8.4 below)
Total:	<u>100%</u>

- **Competitive Grading...*Always Compete, but Compete With Honor.*** I do not give “quizzes” as there is plenty of opportunity to earn grades and for a 400-level course I see little value in a quiz. Grading will be competitive and rigorous. Not everyone will get an “A” and effort, although fully appreciated and always encouraged, may not always be indicative of your final grade and or your effort. My best advice is: *Do the work and do your best!* Compete hard and fairly for the best grade that you can possibly earn. Please be advised that I will **not** tolerate any cheating in any form. Any cheating or violation of USC Academic Integrity standards, no matter how severe will result in an automatic “F.” Don’t worry about the other students...concentrate on your own learning and contributions to the class. *Do the work and THINK, REFLECT & CONTRIBUTE.*
- **Study Sessions.** As my prior students will attest, I take great pride in the performances of my classes. Your performance is reflection on me and my ability to prepare you to compete and be successful. To help you prepare for the midterm and final, I do hold optional study sessions. Usually, I book a room for two hours and we hold a productive study session dedicated to the material that will be tested. Attendance is voluntary, but history indicates that those students who attend the optional study sessions tend to outperform those who did not attend. If you attend the study sessions, have attended class and do the work, you will be well prepared for the exams!

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...please read it carefully.

“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 Strategy Project: ELC Simulation

Strategy is highly dynamic and incredibly challenging. A case, although useful, can make strategy static and overly "simple." In the context of real world business, executives are hired and fired for bad strategy or strategy that is poorly implemented and executed. To help you get a better feel for strategy and strategic decision making under uncertainty and with limited resources and capabilities, we use a Harvard provided simulation. The simulation is in your course pack. We (USC) have taken the HBS simulation and modified for use in the ELC. **YOU MUST BUY THE SIMULATION and ACTIVATE IT. DO NOT SHARE THE SIMULATION.**

The Simulation

Background. Back Bay Battery (B3) is engaged in the manufacturing, marketing and selling of batteries. The purpose of a battery is simple: it is a device that stores and distributes electrical power. These batteries are used to power a wide range of products including, hand power tools, handheld communications, portable power packs and other mobile devices. The market is shared with 19 other major producers.

Overall, the battery industry has experienced and demonstrated innovation. Developed in 1899, the first batteries were primitive, huge in size and bulk, heavy and limited in their life span. Furthermore, the capacity of these early batteries to hold power was limited. These batteries were "wet cell" nickel cadmium (NiCd) batteries that were routinely used in the automotive industry.

As the industry and the technology evolved, it moved from NiCd batteries to alkaline based products and to more advanced forms that we use today. In modern battery business, there are two dominant forms of technology: NiMH (nickel metal hydride) and Lithium-ion (Li). Batteries.

The issue with batteries is shelf life. A battery begins to age as soon as it is "energized" (charged) though self-discharging. Other factors, such as temperature, storage facility, humidity and air quality (corrosiveness) also affect the rate of self-discharge. To be competitive a battery must be: (1) light in weight, (2) compact in design, (3) profile a slow rate of decay (discharge), (4) profile a fast recharge capability, (5) demonstrate capacity to withstand multi-cycle recharging, and (6) be price competitive.

The future for batteries is relatively good. For example, Tesla is investing \$1.3 billion to build a mega-factory for battery production in Nevada. Although slated for Li production for cars, one of the other products that this factory

will manufacture is a battery for home use. Supposedly, the design of the battery will allow for the mass storage of power to be consumed by the household and households. This technology, if proven and practical, could revolutionize the use alternative power generation, such as solar. Power generated during the day and on sunny days could be captured, stored and used later by the homeowner. Its been long agreed that the company that solve long term storage capacity and reanimation economically and pragmatically will be the *game changer*.

In the past few years, battery technology has also included ultracapacitor battery (Uc). The Uc utilizes Li technology that is arranged differently. The revolutionary breakthrough uses nanotubes that allow the storage of energy at the atomic level.

Requirements. You are to procure and set up your account to play the simulation.

- You must play the simulation 5 times before the midterm that is scheduled for mid-October.
- You will not be graded for how well you play the simulation, but you must play the game 5 times before the mid-term or your grade on the midterm will be reduced by 10 points. Playing the game and performing runs is critical to your ability to fully understand the game.
- You are NOT to discuss or divulge the results of your “runs” to any member of the class.
- You are not share a simulation account or “runs” as each student is tracked for grading purposes.
- Only the ELC and I will have access to your runs and the results of each run. Again, we are not grading the results; we just need to make sure that you are playing the simulation and learning.
- After the mid-term we use the simulation differently, so that it carries over to the final.

1.8.4 USC Mandatory Participation in Research Project

In this course you are required by USC (not me) to participate in a mandatory research project. This project represents **5%** of your final grade. It is graded Pass/Fail. **If you earn ALL of the required points, you pass, if you do not earn all of the required points you fail...there is no partial credit.**

Please note that I do not administer and I am not responsible for the research requirement of the course. I have no control or influence over its design or operation, the schedule, the technology, the projects, studies, process or your individual experience. However, if you are having problems or issues as related to the research requirement, please document them in an email to me that specifies exactly what or who the problem(s) is (are) and or what issues you might be experiencing. Please follow the instructions below. SIGN UP EARLY, learn some research and get the easy credit!

Research Studies Participation: You can choose one of two options below to fulfill this requirement. Please note that, if you do *not* complete one of these two options, you will receive an “F” for 5% of your grade...no exceptions/no excuses!

Option 1:

First, you can participate in research studies. To do this, you will attend sessions outside of class, conducted by researchers in MOR at Marshall.

- You will earn ½ credit or 1 credit for each separate study you complete; most sessions are no more than an hour long.
- You will need to obtain 4 credits during the semester in order to fulfill the research requirement.
- If you choose this option, please register for an account at <http://marshall-mor.sona-systems.com/> (see instructions posted separately to Blackboard) no later than **September 14, 2016**.
- To receive full participation points, you must earn your first credit by **November 16, 2016**. Your other credits can be earned any time before Friday, **December 2, 2016** (the last day of classes). As a courtesy to the researcher and other students waiting for spots, please use the online system to cancel your appointment ASAP if you can’t make it.

- Those who do not register or reactivate by this date will be required to complete Option 2 (research papers).

After you verify your account, you will need to check the site regularly to find open studies and sign yourself up for appointments. Studies are scheduled throughout the semester, on various days and times. It's important that you complete your credit early; if you wait until the end of the semester, there may not be enough studies available. You are not guaranteed an available study spot.

Please note: If you earn your first 3 credits by showing up to ALL of your scheduled sessions, on time, then you will earn your 4th credit "free," as a bonus. That is, the system is "earn three, get one free"-- again, provided that you show up to all three early sessions as scheduled and on time.

Option 2:

Your second way to complete the research requirement is to write 3 short, 3-page research papers on topics prearranged with your Discussion Instructor no later than Week 12. Papers must be turned in no later than Friday, December 2, 2016 to your Discussion Instructor. All paper topics must be arranged by November 18. No topics can be arranged after November 18.

Students must be aged 18 or older by November 16, 2016 in order to choose Option 1; otherwise, you will need to discuss Option 2 with your Discussion Instructor.

IMPORTANT NOTES: (A) If you already have a research study account from a past BUAD 304 or BUAD 497 course, you will need to email the administrator (limj@marshall.usc.edu) in order to request account reactivation. Past credits earned CANNOT be used for current courses. (B) If you are enrolled for Marketing BUAD 307, please make sure you visit the Marketing research study website your Marketing Professor has given you. Please see your Marketing syllabus. Each course has its own unique Sona Systems web address. **Credits will NOT transfer from one class to the other for credit fulfillment, no exceptions.**

1.8.5 Team/Peer Evaluations

Each of you will complete a peer evaluation of the members of your team with respect to the team ELC 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.

1.8.6 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 BUAD 497 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 or exam, you may, **within one week of the date the assignment is returned to you**, write and **print** a memo to me and request an explanation and re-evaluation of the assignment. Attach the original assignment (if returned to you) 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 6 - 8 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 simply 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 and you will receive an “F” for that assignment/exam.
- Videotaping faculty lectures is not permitted due to copyright infringement regulations.
- 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 captured, stored, duplicated, replayed 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. Additionally, if you haven't already done so, please do the following:

- Download the Livesafe App on your phone: <https://dps.usc.edu/services/safety-app/>
- Sign up for "Trojan Alerts": <http://dps.usc.edu/services/text-alerts/>

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/department/departement-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

**BUAD 497 COURSE CALENDAR, TOPICS, ASSIGNMENTS & READINGS ARE POSTED
SEPARATELY AS AN EXCEL FILE ON BLACKBOARD UNDER "SYLLABUS"**

Appendix A. Relationship between Course Learning Goals and Marshall's Undergraduate Business Program Goals

In this class, emphasis will be placed on Marshall's Undergraduate Business Program Goals as follows:

Goal	Description	Course Emphasis	Relevant Course Topics
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises.</i>	High	Strategic frameworks which advance students' ability to analyze markets, industries, and regional and global economies are introduced in all 5 modules. Repeated exposure to these frameworks through numerous case studies accelerate student learning from one class session to another.
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace.</i>	High	A global business perspective is developed through case studies of multinational companies and a dedicated global strategy module.
3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators.</i>	High	Students will use the USC-CT critical thinking framework to analyze business cases. In the context of advanced problem solving, the model drives students to identify critical problems and to provide a compelling rationale for the recommended solutions.
4	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders.</i>	Moderate	Students will engage in multiple team exercises during the course including a team final project.
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.	High	Several cases studies include ethical issues which are discussed in class. The instructor may also bring up a current event featuring an ethical dilemma and lead a class discussion on what happened, why, and what might have been done to address the issue in a different manner.
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i>	Moderate	Class discussions, case analysis, ELC sessions and exams are indicators of effective communications in learning and knowledge transfer.

Appendix B. Guide to Case Analysis

IMPORTANT: TO BETTER POSITION YOURSELF FOR INTERVIEWS & FOR WORK IN THIS AND OTHER CLASSES, PLEASE SEE BB FOR THE “CASE ANALYSIS METHOD” & CASE CUBE.

Cases require careful preparation before class. The following is a list of steps to guide your case preparation.

1. Rapidly read the assigned case and other materials to gain a general understanding of the industry, the firm, and the general competitive situation and issues.
2. Carefully review the discussion questions provided for the case for clues as to what issues require special attention.
3. Carefully re-read the case, taking notes that sort information, facts, and observations under a number of relevant headings. Use the discussion questions to guide your own thinking about the issues.
4. Formulate theories or hypotheses about what is going on as you read ("the company loses money on small orders"), modifying or rejecting them as new information surfaces ("Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments").
5. Perform quantitative analyses, “crunching” whatever numbers are available. It is also very important to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. (If the requisite data are not available in the case, precise descriptions of what data are missing often triggers ideas for making creative use of the information that is available.) It is usually worthwhile to identify trends in the firm or industry, preferably with a quantitative measurement. Some of these trends, often very important ones, will not be flagged in the text of the case.
6. Prepare definitive conclusions before you come to class concerning the issues raised in the discussion questions.
7. Bring your detailed notes with you to class to help guide your interventions in class discussions.

Appendix C. Guide to Article Analysis

The following set of questions is provided to *help* guide your thinking when reading articles for this course.

1. What is the purpose of this article? What problem or issue does it address?
2. What are the basic assumptions/assertions/values that underlie this piece? (View of human nature; purpose of organization e.g. economic efficiency vs. human satisfaction; degree to which planning is possible etc.) Are these assumptions explicit or implicit?
3. What is the basic argument/thesis? What are the major findings and conclusions?
4. What is the nature of the evidence presented in support of the argument/thesis? Are the conclusions well supported?
5. What problems or concerns are you left with?
6. How does the article relate to other articles you have read and to your own knowledge and experience? How does it contribute to your overall understanding of business strategy?