



## BUAD 497 – Strategic Management, Syllabus Fall 2017

### **Section 15097, TTH 4-5:50 Hall: JFF416**

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*This syllabus and the materials used for this course are only for students registered in this section. Distribution of any of these materials to other people or posting them to the Internet is prohibited.*

### **Course Description**

This course introduces the key concepts, tools, and principles of strategy formulation and execution. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, skills and business judgment managers must use to analyze the business landscape, formulate a strategy for competitive advantage, define firm boundaries and maximize long-term profits in the face of uncertainty and competition.

Strategic Management (BUAD 497) is an integrative and interdisciplinary course. It assumes a broad view of the environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces and views the external environment as dynamic and characterized by uncertainty. 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.

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 sustaining competitive advantages, defining firm boundaries and allocating critical resources over long periods. Decisions such as these can only be made effectively by viewing a firm *holistically*, and over the long term.

**Prerequisites.** The course prerequisites as listed in the USC catalogue are as follows: BUAD281 or BUAD285b or BUAD286b or BUAD305 and BUAD304 and BUAD307 and BUAD215x or BUAD306 and BUAD302 or BUAD302T; *Corequisite:* BUAD311 or BUAD311T.

### **Learning Objectives**

The course is composed of six interrelated modules that build on each other. The learning objectives associated with each module are as follows:

#### **Module I. Introduction to Strategy**

1. Understand the fundamental elements of strategy and provide recommendations for achieving internal consistency in regards to internal activities, external consistency with the business landscape and dynamic consistency over the long-term.
2. Develop useful organizational aspirations: mission, vision and values.

#### **Module II. Industry Analysis**

- Analyze the main structural features of an industry and develop a strategy that positions the firm most favorably in relation to competition and influences industry structure to enhance industry profitability.
- Use evidence on structural trends within industries to forecast changes in competition and profitability in the future.

- Recognize the different stages of industry evolution and recommend strategies appropriate for each stage.

### **Module III. Competitive Advantage**

- Appraise the resources and capabilities of the firm in terms of their ability to confer sustainable competitive advantage and formulate a strategy that leverages a firm's core competencies.
- Distinguish the two primary types of competitive advantage: cost and differentiation and formulate a strategy to create a cost, differentiation or dual advantage.
- Make recommendations for sustaining a firm's competitive advantage.

### **Module IV. Competitive Dynamics**

- Analyze dynamics in competitive rivalry including competitive action and response, first-mover advantage and co-opetition and make appropriate recommendations for acting both proactively and defensively.
- Conduct basic game-theoretic analysis to predict competitive interactions.

### **Module V. Corporate and Global Strategy**

- Make recommendations for horizontal changes in the boundary of the firm based on an understanding of the conditions under which diversification creates value.
- Make recommendations for vertical changes in the boundary of the firm based on an understanding of the advantages of vertical integration and outsourcing and the factors that determine the relative efficiency of each.
- Understand the opportunities and challenges associated with competing globally and recommend strategies for global value creation.

### **Module VI. Executing Strategy**

- Understand the interdependence of strategy formulation and execution in achieving and sustaining competitive advantage and make recommendations for effective strategy execution.
- Make recommendations for leading successful strategic change efforts.

The course will place a special emphasis on developing your analytical and critical thinking skills. Cases are used to develop your ability to uncover the various potential problems, challenges and opportunities faced by a business, select the most important, develop alternative courses of action for addressing those issues, assess the different courses of action in light of multiple criteria, select the solutions that have the potential to be the most effective and develop an effective implementation plan. The course will also place a special emphasis on developing your oral and written communication skills through presentations and reports.

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

### **Required Materials**

1. **Textbook.** Strategic Management 3rd edition, by Frank T. Rothaermel, McGraw Hill, 2017.

**Note:** You must register for a **Connect** account, which comes with the online version of the text for this section. Each student must have an individual account. Please check the Bb under the Assignment tab for details.

2. **Harvard Course pack.** Assigned cases and readings for this course are compiled in a course reader available from Harvard Business School Publishing at the following link: <http://cb.hbsp.harvard.edu/cbmp/access/65843058>
3. Additional readings may be distributed in class or posted to Blackboard (**Bb**). When necessary, I may assign additional materials for you to purchase.
4. **Bb.** I will post various course materials to Bb including the course syllabus, PowerPoints, case discussion questions and assignments. Please check Bb regularly for any new information or materials relevant to upcoming sessions.
5. **3x5 Index Cards.** Please bring a deck of 3x5 index cards to every class to record your oral class participation.

## **Course Format and the Case Discussion Method**

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 business cases. Some lectures will be given to elaborate on key theoretical models and frameworks. These lectures, however, will be subordinate to the case analysis. Cases provide a natural "test-bed" for theory and provide vivid examples that aid the memory of concepts. 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. Each case is intended to teach us something specific, yet each can teach us many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "war chest" of analytical tools, skills and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the key strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious "right" answers. Managers must be able to function in situations where the right answer is not known, without falling into the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others are. A popular phrase in case analysis classes is **"There are *no* right answers, but there are *wrong* answers."**

These rationales are offered because the case method may be unfamiliar to some of you and frequently causes initial confusion. There will be many times when I will not reveal my own opinions about a particular issue, and there will be many cases that may not have do not have clear cut answers. You may discover that your preparation "misses" key points of a case, especially at first. This is a normal part of the learning experience.

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, it is relevant to the issues at hand and coherently argued, it is very much welcomed.

## **Course Evaluation**

Your course grade will be determined as follows:

### **Individual work (80% of total)**

Class Contribution	20%
Quizzes	15%
Midterm Exam	20%
Final Exam	25%
Research Participation	5%

### **Group Project Report and Presentation (15% of total)**

Group Project Report	10%
Group Project Presentation	5%
Total	100%

In order to pass this course successfully, a passing grade (> 60%) must be achieved in the combined average of the individual components and in the combined average of the group components.

Final grades represent how you perform in the class relative to other students. Three items are considered when assigning final grades:

1. Your weighted score as a percentage of the available points for all assignments (the points you receive divided by the number

of points possible).

2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

### **Attendance Policy**

**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.

**Individual Course Contribution.** Because this course relies heavily on case materials, your active engagement and contribution to our case discussions are required to ensure the class' success.

### **Case Preparation and Class Participation (20%)**

**Pre-class preparation.** Your ability to learn from case discussions is directly proportional to the quality of your preparation. What you get from this course will depend on what you put in – not just in terms of your reading and analysis of the cases, but your willingness to question and to seek alternate perspectives, to be clear about your own position, and to defend your arguments. Unless you have thought about the cases, it is very hard to contribute to the case discussion and to learn from others' questions and contributions to class. For guidelines on how best to prepare for a case discussion, please refer to the syllabus for the reference on "How to conduct Case Analysis" and bring your notes to class to aid you in the class discussion.

**Case notes.** Case notes are individually prepared, but brief answers to the case discussion questions. They should include name, date and the assigned case name. They should be a maximum of one typed page, 1.5-spaced, 11- point font and in bullet format. Case notes must be submitted to me in hard copy format prior to the beginning of class to receive credit. They will be checked with a plus, check or minus based on quality and thoroughness. **Students should turn in at least five (5) case notes during the semester.** Please note that case notes do not substitute for active oral contribution to our class discussions and cannot be submitted to make up for a class absence.

**In-class participation.** Class participation is critical in this course. Each student has a responsibility to participate in class and to enhance the learning experience of all class participants. Yes, there will be cold calling in this class. Students should come to class prepared to provide a synopsis of the assigned case or answer questions regarding the case either by the instructor or by other students. The classroom is a cost-free environment for experimenting and learning and you should take advantage of it. If you are uncomfortable with oral participation, please let me know at the beginning of the semester and I will work with you to help you overcome this barrier.

In grading oral participation, I will look at both the *quantity* and *quality* of your oral contributions. To help me track oral participation, students who actively participated in the oral discussion during a class session should turn in a *participation card* at the end of that session. The card should list your name, the date, and a bullet list of items to which contributed during that day's discussion. For this purpose, please purchase a package of 3x5 index cards and bring them to each class.

With regard to quality, the dimensions I look for include:

**Relevance** -- does the 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.

**Causal Linkage** -- are the 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.

**Responsiveness** -- does the comment react in an important way to what someone else has said?

**Analysis** -- is the reasoning employed consistent and logical?

**Evidence** -- have data from the case, from personal experience, from general knowledge been employed to support the assertions made?

**Importance** -- does the contribution further our understanding of the issues at hand? Is a connection made with other cases

we have analyzed?

In addition to weekly opportunities for oral participation in case discussions facilitated by the instructor, each student will also have the opportunity to volunteer as a case leader, taking the lead on a specific part of a case discussion. Case leadership involves two distinct roles: case presenter and case challenger. As a case presenter, you will analyze a specific part of a case and do a short (no more than 10 minutes) presentation of your analysis to the class using PowerPoints. As a case challenger, you will prepare and ask questions in class that challenge the analysis of a case and demonstrate critical thinking. You may also provide an update to the case.

**Post-class Bb Discussion Contribution.** In a case-oriented discussion-based class, some of the learning happens after class as the takeaways from each case become clear. You have the opportunity to continue the case discussion with other students after class in the Bb Discussion space. If you choose to do this, please add your comments shortly after each class discussion (preferably within a day while your memory is fresh) briefly in a few bullet points. Postings may include key takeaways from class case discussion, other related issues, or response to a postings made by other students. Participation in the Bb discussion space is optional.

**Individual Quizzes (15%).** I will give four quizzes during the course to test your level of understanding of the material previously covered. No make-up opportunities if you miss any quizzes.

**Individual Midterm Exam (20%).** The midterm exam will cover the first three modules of the course. There are no makeup opportunities for missing the midterm exam. If you miss the midterm exam for *university-approved legitimate reasons documented in writing by the designated authorities*, your final exam score will be used to calculate the relative weight of your midterm in your overall course grade.

**Individual Final Exam (25%).** The final exam is scheduled according to the University's final exam schedule. You should attend the exam for your specific section. It will be a two-hour comprehensive exam covering all of the modules and related materials (lectures, cases etc.).

#### **Research Participation (5%). Marshall Behavioral Research Lab Participation and Requirements—Fall 2017**

This is a mandatory requirement for this course. Please refer to "Appendix B" for how to register and meet the requirements for this activity.

**Group Project Report and Presentation (15%).** The main objective of the Group Project is to conduct an in-depth study of a firm and to compare and contrast its competitive strategies within its industry. You will apply the concepts, analytical tools and frameworks of this course to analyze the firm's external and internal environments, identify the key strategic issues it faces, and present a set of recommendations to maximize the firm's long-term performance. The group is free to choose the industry and the specific firm it will analyze, subject to the professor's approval. Detailed instructions, including the assigned teams, the schedule for milestones and the class presentation for each team will be posted to the Bb under the Assignment tab. *If you experience any group-related problems (e.g. conflict, free-rider etc.), please let me know immediately.*

#### **Course Policies**

##### **Add/Drop Process**

If you are absent three or more times prior to September 5, 2017, I may ask you to withdraw from the course. These policies maintain professionalism and ensure a system that is fair to all students.

##### **Course Communication: The Blackboard (Bb)**

<https://Blackboard.usc.edu>. The course syllabus, PowerPoints, assignments and other course materials will be posted on this site throughout the semester. You are expected to check Bb regularly. Bb will also be used communication with the individual students.

##### **Communication and Entertainment Devices**

Personal communication devices such as mobile phones and all entertainment devices such as iPods are to be turned off and kept off throughout the class session. Receiving or sending communication and entertainment during class disrupts the learning environment and is rude to class participants. Videotaping faculty lectures is not permitted, due to copyright infringement

regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

### **Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code: <https://policy.usc.edu/student/scampus/>

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.

### **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 <https://studentaffairs.usc.edu/files/2015/09/Disruptive-and-Threatening-Behavior-Guide.pdf>

### **Class Notes Policy**

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

**No student may record any lecture, class discussion or meeting with me.** 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, Powerpoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Bb 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.

### **Emergency Preparedness/Course Continuity**

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

### **Students With Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) (<https://dsp.usc.edu/>) each semester. DSP's address and phone number are as follows: 3601 Watt Way, Grace Ford Salvatori Hall, Room 120; (213) 740-0776. Please obtain a letter of verification for approved accommodations from DSP and deliver it to me as early in the semester as possible.

**BUAD 497, Section 15097, TTH 4-5:50pm Schedule – Fall 2017**

*Note: This schedule is subject to change. Please check the Blackboard for the latest updates.*

Date		Topics	Readings/Assignments
<b>I. Introduction to Strategy</b>			
Week 1	T: 8/22	<ul style="list-style-type: none"> <li>Introduction</li> <li>Requirements/Expectations</li> <li>What is Case Analysis?</li> </ul>	
	Th:8/24	<ul style="list-style-type: none"> <li>What is Strategy?</li> <li>Assign Teams for Group Project</li> </ul>	Text: Chapter 1 How to Conduct a Case Analysis (p 516-521) Mini Case 1: Michael Phelps
Week 2	T: 8/29	Does Twitter have a Strategy?	Case: Twitter (CP)
	Th: 8/31	Strategic Leadership: Managing the Strategy Process	Text: Chapter 2 Mini Case 2: Teach for America <b>Due: Registration for Marshall Behavioral Research Lab Completed</b>
	<b>Sept 1-3</b>	<b>Quiz #1: Ch 1&amp;2</b>	<b>Due: Quiz # 1 Completed</b>
Week 3	T: 9/5	Strategic Leadership	Case: Wal-Mart Stores., Inc. (CP) [Wal-Mart Update (cp)] <b>Due: Group Project Company Selected</b>
<b>II. Industry Analysis</b>			
Week 3	Th: 9/7	External Analysis: Industry Structure, Competitive Forces and Strategic Groups	Text: Chapter 3 Mini Case 13: The Rise and Fall of Circuit City
Week 4	T: 9/12	Industry Analysis	Case: Tesla Motors Inc. (CP)
	Th:9/14	Internal Analysis: Resources, Capabilities, Core Competencies	Text: Chapter 4 Mini Case 7: Starbucks
	<b>Sept 15-18</b>	<b>Quiz #2: Ch 3&amp;4</b>	<b>Due: Quiz # 2 Completed</b>
Week 5	T: 9/19	Internal Analysis	Case: McDonald's Corporation (CP)
<b>III. Competitive Advantage</b>			
Week 5	Th: 9/21	Competitive Advantage, Firm Performance and Business Models	Text: Chapter 5 Mini Case: Competing on Business Models – Google vs. Apple
Week 6	T: 9/26	Assessing Competitive Advantage	Case : Apple vs. Blackberry
	TH:9/28	Competitive Advantage: Value Chain Management	Case: ECCO A/S—Global Value Chain Management (CP)
Week 7	T: 10/3	Business Strategy: Differentiation, Cost Leadership and Blue Oceans	Text: Chapter 6 Mini Case: Cirque Du Soleil – Searching for a New Blue Ocean
	Th: 10/5	Blue ocean Strategy	Case: The Marvel Way: Restoring a Blue Ocean (CP)
Week 8	T: 10/10	<b>Midterm Exam-- Text Ch 1- 6 and Cases</b>	

IV. Competitive Dynamics– Differentiation, Cost Leadership and Innovation			
Week 8	Th: 10/12	Review Midterm Exam Business Strategy Innovation and Entrepreneurship	Text: Chapter 7
Week 9	T: 10/17		Case: Apple Inc. in 2015 (CP)
	Th:10/19	Media	Case: Netflix (CP)
	Th:10/19		<b>Due: Group Project Midterm Report Submitted</b>
V. Corporate Strategy			
Week 10	T:10/24	Vertical Integration and Diversification	Text: Chapter 8 Mini Case 19: Alphabet's Corporate Strategy
	TH:10/26		Case: Amazon in 2016
	Oct 27-29	<b>Quiz # 3: Ch 7 and 8</b>	<b>Due: Quiz # 3 Completed</b>
Week 11	T:10/31	Mergers and Acquisitions, Strategic Alliances	Text: Chapter 9 Mini Case 11: Is Porsche Killing the Golden Goose
	Th: 11/2	Diversification	Case: Walt Disney: The Entertainment King (CP)
Global Strategy			
Week 12	T:11/7	Competing Around the World Adaptation	Text: Chapter 10 Case: Wal-Mart in China (CP)
	Th:11/9		Case: UBER and the Sharing Economy: Global Market Expansion and Reception (CP)
Week 13	T: 11/14	Ethics	Case: IKEA's Global Sourcing Challenge – Indian Rugs and Child Labor (CP)
VI. Implementation - Executing Strategy			
Week 13	Th:11/16	Organizational Design/Corporate Governance	Text: Chapter 11 & 12 Case: Microsoft: New Wine in an old bottle (CP)
Week 14	T:11/21	Review	Review
	Nov 17-21	<b>Quiz #4: Ch 9, 10, 11 &amp; 12</b>	<b>Due: Quiz # 4 Completed</b>
	11/22		<b>Due: Final Project Reports Submitted</b>
	Th:11/23	<b>Thanksgiving—No Class</b>	
Week 15	T:11/28	Group Project Presentations	Project Presentation Delivered
	Th:11/30	Group Project Presentations	Project Presentation Delivered
		<b>FINAL EXAM</b>	



**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:

<b>Goal</b>	<b>Description</b>	<b>Course Emphasis</b>	<b>Relevant Course Topics</b>
<b>1</b>	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises.</i>	<b>High</b>	Strategic frameworks which advance students' ability to analyze markets, industries, and regional and global economies are introduced in all modules. Repeated exposure to these frameworks through numerous case studies accelerates student learning from one class session to another.
<b>2</b>	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>	<b>High</b>	A global business perspective is developed through multiple case studies of multinational companies.
<b>3</b>	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators.</i>	<b>High</b>	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.
<b>4</b>	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders.</i>	<b>Moderate</b>	Students will engage in multiple team assignments during the course including a team final project.
<b>5</b>	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.	<b>High</b>	Several cases studies including ethical issues 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.
<b>6</b>	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i>	<b>Moderate</b>	Students are required to submit multiple written reports and have the opportunity to deliver several oral presentations over the course of the semester. Students receive detailed feedback on their performance on these assignments.

## **Appendix B. Individual Research Participation**

### **Marshall Behavioral Research Lab Participation and Requirements—Fall 2017**

The University of Southern California, of which you are a member, is one of the world's leading research universities. The Marshall School of Business is also a leading center of research within its scholarly domain including strategic management, organizational behavior, marketing, finance, accounting, and data sciences and operations. Research universities are distinguished by not just educating students in past knowledge but also by being the primary engine that creates new knowledge for the advancement of society. Research within the Marshall School takes several forms: historical analysis of published records, participant observation, in-depth interviews, surveys of current business practices, laboratory research etc. As a student member of the University's scholarly community, you have an obligation to contribute to the research mission of the university because you personally benefit from the results of this research in two ways: 1) by learning the latest research findings from leading research scholars in their field and 2) through the reputation by association that you enjoy now as a student and in the future as a graduate. The stronger this reputation becomes over time, the more you personally benefit long after your days as a student. Therefore, there is a mandatory research requirement as part of your education in the Marshall School in this course. You can choose one of two options to fulfill this requirement. Please note that, if you do not complete one of these two options, you will lose the points for this part of your grade.

#### **RESEARCH PARTICIPATION**

- **Participation in Discussion Sections:** This part of your grade will be based on effective contributions to class discussions. These include input that is relevant to course content and the topic of discussion. Participation also includes involvement in research activities. You can choose one of two options below to fulfill this requirement. **Please Note:** If you do not complete one of these two options, you will lose points for the participation part of your grade.
- **Option 1: Participate in research studies.** To do this, you will attend sessions outside of class, participating in studies conducted by researchers in MOR at Marshall. You will earn .5 or 1 credit for each separate study you complete; most sessions are no more than one hour long. You will need to obtain **4 credits** during the semester to fulfill the research requirement. Students must be age 18 or older by **Sunday, October 22, 2017** to choose Option 1; otherwise, you will need to use Option 2.
  - **How to choose the participation option:** register for an account at <http://marshall-mor.sona-systems.com/> no later than **Friday, September 15, 2017**. Instructions are posted on Blackboard. Those who do not register or reactivate by this date will be required to complete Option 2 (research papers; see below). After you verify your Sona account, you will need to check the Sona site regularly to find open studies and sign yourself to participate in them. Studies are scheduled throughout the semester at various days and times. Please remember to cancel if you cannot attend a study. While there are usually enough studies to accommodate all students, it is important that you complete your credit early for your own peace of mind and to be sure you can find all the studies you need. You are not guaranteed enough study spots. To receive full participation credits, you must earn your first credit by **Friday, November 3, 2017**. Your final credits can be earned any time before **Friday, December 1** (the last day of classes).
  - **Please note:** If you earn your first 3 credits by showing up to ALL of your scheduled sessions on time, then you will automatically earn your 4<sup>th</sup> credit “free.” That is, the system is “earn three, get one free” providing you show up at all sessions you registered for, and were not a no-show for any.
  - **Important Notes:** (a) If you already have a Sona research study account from a past BUAD 304 or BUAD 497 course, you will still need to **email the administrator from the website by Friday, September 15, 2017** in order to request account reactivation. Past credits earned CANNOT be used for current courses. (b) If you are enrolled in Marketing BUAD-307, please make sure you can visit the Marketing research study website your Marketing professor has given you (see your Marketing course syllabus). Each course has its own unique Sona Systems web address. Credits will NOT transfer from one course to another for credit fulfillment (no exceptions).
- **Option 2: Research Papers.** You can also complete the research requirement by writing three short (3-page) research papers on topics pre-approved by your Professor or Discussion Instructor. Papers must be turned in by Friday, December 1 to your Professor or Discussion Instructor.

Questions about completion of studies (Option 1) should be directed to [mor.sona@marshall.usc.edu](mailto:mor.sona@marshall.usc.edu). Please review the Sona FAQs for additional assistance.