

BUAD 497: Strategic Management (4.0 units)

Syllabus – Fall 2017

Sections:	15102; TTh 10:00 - 11:50am, JFF 239 15106; TTh 12:00 - 1:50pm, JFF 239
Instructor:	Christine El-Haddad, Ph.D.
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Office Hours:	By appointment
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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: BUAD 281 or BUAD 285b or BUAD 286b or BUAD 305 and BUAD 304 and BUAD 307 and BUAD 215x or BUAD 306 and BUAD 302 or BUAD 302T; *Corequisite:* BUAD 311 or BUAD 311T.

Learning Objectives

The course is composed of six interrelated modules that build on each other. Upon successful completion of the modules below, students will be able to:

Introduction to Strategy

1. Explain the fundamental elements of strategy.
2. Develop effective recommendations for achieving internal, external and dynamic consistency.
3. Evaluate an organization's aspirations and craft useful mission, vision and value statements.

Industry Analysis

1. Analyze the main structural features of an industry.
2. Develop a strategy that positions a company most favorably in relation to competition.
3. Explain the different stages of industry evolution and develop strategies appropriate for each stage.
4. Develop scenarios for the future of an industry.

Competitive Advantage

1. Appraise the resources and capabilities of a firm in terms of their ability to confer sustainable competitive advantage.
2. Develop effective recommendations for creating a cost, differentiation or dual advantage.
3. Develop effective recommendations for sustaining a firm's competitive advantage.

Competitive and Cooperative Dynamics

1. Analyze the dynamics in competitive rivalry.
2. Develop strategies for acting both proactively and defensively to competitive rivalry.
3. Conduct basic game-theoretic analysis to predict competitive interactions.

Corporate and Global Strategy

1. Develop effective recommendations for vertical and horizontal changes in the boundary of the firm.
2. Explain the key opportunities and challenges of international expansion.
3. Identify generic strategies for global value creation.
4. Formulate an effective strategy for creating and capturing value globally.
5. Recognize ethical challenges in business situations and develop effective recommendations for addressing them.

Executing Strategy; Leading Strategic Change

1. Develop recommendations for effective implementation of a firm's strategy.
2. Develop recommendations for leading successful strategic change in an organization.

The course will place a special emphasis on developing your critical thinking skills. Cases will seek 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

Harvard Coursepack. Assigned readings and cases for this course are compiled in a digital coursepack available from Harvard Business School Publishing at the following link:

<http://cb.hbsp.harvard.edu/cbmp/access/65874240>

Additional readings may be distributed in class or posted to Blackboard. When necessary, I may assign additional materials for you to purchase.

Blackboard (BB). I will post various course materials to Blackboard including the course syllabus, powerpoints, lecture notes, case discussion questions and assignments. Please check Blackboard regularly for any new information or materials relevant to upcoming sessions.

3x5 Index Cards. Please bring a deck of 3x5 index cards to every class to record your oral class participation (please refer to the section on in-class participation on page 5).

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. Occasional 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 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 do not end up neatly packaged with an "answer." 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, 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)

Course Contribution	20%
Quizzes (2)	15%
Midterm Exam	15%
Final Exam	20%
Case Report	5%
Research Participation	5%

Group work (20% of total)

Team Final Project Paper	15%
Team Final Project Presentation	<u>5%</u>
	100%

In order to pass this course successfully, a passing grade (> 50%) must be achieved in the combined average of the individual components and in the combined average of the group components. ***Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good group grade.***

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. **Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.**

Course Contribution (20%). Because this course relies heavily on case materials, your active engagement and contribution to our case discussions are required to ensure the class' success. Your individual course contribution has three key components: 1) pre-class preparation, 2) in-class participation and 3) post-class contribution. These three components account respectively for 15%, 70% and 15% of your course contribution grade.

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 *Guide to Case Preparation* posted to Blackboard and bring your notes to class to aid you in the class discussion. Students can also submit *case notes*. Case notes are individually prepared, but brief, answers to the case discussion questions. They should be a maximum of one typed page, single-spaced, 11- point font. Bullet point form is appropriate. 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 order to test the level of student preparation for a case discussion, I may give a short case quiz at the beginning of class. The quiz will generally consist of short answer questions related to the case. Quizzes may be viewed by coming during office hours. No make-up opportunities will be given to students who are absent or late.

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. In relative terms, a classroom is a cost-free environment for experimenting and learning to "play the game". Make use of it. In-class participation includes both oral participation in our class discussions as well as participation in various

written assignments. 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 numbered list of your oral contributions 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 led by the instructor, each student will also have the opportunity to serve 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 5-minute presentation of your analysis to the class using powerpoints. As a case challenger, you will prepare and ask questions in class that challenge our analysis of a case and demonstrate critical thinking. You will also help provide an update to the case. Detailed instructions regarding your case leadership assignment will be discussed in class and posted to Blackboard.

Post-class contribution. In a case-oriented, discussion-based class, much of the learning happens after class, as the "dust settles" and the key take-aways from each case become clear. Shortly after each class session devoted to a case discussion (preferably within a few hours, while your memory is fresh and within a maximum of 48 hours), please take some time to write down your **three (3)** key take-aways from the case in the form of a short note (approximately 10 lines or longer) posted on our Blackboard Discussion Board (accessible through the course *Tools* link in Blackboard). These postings can also include responses to other students' postings already on the Discussion space. They may also discuss connections you see between the case and the associated readings, prior case discussions, or other real-world issues. **Students must post their take-aways for at least five (5) cases during the semester.**

I will use the following criteria to assess your post-class take-away posting on our Blackboard Discussion space:

Coverage. The best take-aways synthesize the key ideas that emerged during the discussion and from the readings. Weaker take-aways focus on just a subset.

Insight. Weak take-aways list the topics we addressed; the best take-aways pinpoint the lessons learned about those topics. The best take-aways also suggest new questions that are raised by these lessons.

Connections. The best take-aways link the lessons of this discussion to others earlier in the course. Weaker take-aways don't make such connections.

Point of View. The best take-aways reveal how the discussion has enriched your own thinking. Weaker take-aways lack that personal engagement, or simply reiterate a pre-formed personal opinion.

Quizzes (15%). I will give two quizzes during the course to test your level of understanding of material previously covered. Quizzes will consist of 25 multiple choice and True/False questions. Both quizzes will count toward your final course grade. No make-up opportunities are available if you are absent or late.

Midterm Exam (15%). The midterm exam will cover the first three modules of the course. It will consist of 50 multiple-choice and True/False questions.

Final Exam (20%). The final exam will be a two-hour comprehensive exam and will consist of 50 multiple-choice and True/False questions. The date and time of the final exam is determined by the University. You should attend the exam for your specific section.

Case Report (5%). You will prepare an individual case report for the case: Lego. This assignment involves answering a set of 4-5 questions pertaining to the case. More detailed guidelines will be given in class and posted to Blackboard.

Research Participation (5%). Please refer to Appendix B for a detailed description of this important component of your grade.

Team Final Project Paper and Presentation (20%). You will prepare a strategic analysis of an existing company as part of a group. You will apply the concepts, analytical tools and frameworks of this course to analyze the firm's external and internal environments, identify and analyze the key strategic problems it currently faces, and present a set of recommendations to maximize the firm's long-term performance. Two days near the end of the course are set aside for oral presentations of your final project. The presentation allows each team to report their analysis and recommendations to the class. The exact presentation date and time for each team will be assigned by a random drawing. Detailed instructions regarding the team final project paper and presentation will be discussed in class and posted to Blackboard.

Peer Evaluations. Each of you will complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form is posted to Blackboard and is due on the day of the final exam. Scores for individual student contributions to the team final project are assigned by me, based on my assessment of the team's project quality, my observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations.

➤ **If you experience any group-related problem (e.g. conflict, free-rider 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.**

Course Policies

Add/Drop Process

If you are absent three or more times prior to September 1st, 2017, I may ask you to withdraw from the course by that date if you do not notify me prior to your absence. These policies maintain professionalism and ensure a system that is fair to all students.

Course Communication: Blackboard

A Blackboard website has been created for this course: <https://blackboard.usc.edu>. You should develop the habit of checking Blackboard on a regular basis. The course syllabus, powerpoints, lecture notes, assignment information, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to ensure that your Blackboard account settings forward your messages to your preferred email account such as your personal Gmail account.

Communication and Entertainment Devices

Personal communication and entertainment devices such as mobile phones 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 and Conduct

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 (plagiarism). 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. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Support Systems

The following support systems are available to USC students.

Diversity at USC

Includes tabs for Events, Programs and Training, Task Force (including representatives from each school), Chronology, Participate, and Resources for Students.

<https://diversity.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

(213) 740-5086

Bias Assessment Response and Support

Provides support for reporting incidents of bias, hate crimes and microaggressions allowing for appropriate investigation and response.

<https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy

Assists students and families in resolving complex issues (personal, financial, and academic) adversely affecting their success as a student.

<https://studentaffairs.usc.edu/ssa/>

(213) 821-4710

Student Counseling Services (SCS)

Provides free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

(213) 740-7711 – 24/7 on call

National Suicide Prevention Lifeline

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

<http://www.suicidepreventionlifeline.org>

1-800-273-8255

Relationship & Sexual Violence Prevention Services (RSVP)

Provides free and confidential therapy services, workshops, and training for situations related to gender-based harm.

<https://engemannshc.usc.edu/rsvp/>

(213) 740-4900 - 24/7 on call

Sexual Assault Resource Center

Provides information about how to get help (or help a survivor), rights, reporting options and various additional resources.

<http://sarc.usc.edu/>

Students with disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 your instructor as early in the semester as possible. DSP is located in GFS120 (Grace Ford Salvatori Hall) and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

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 without my prior express written permission. 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 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.

Course Schedule

#	Date	Session Topics & Agenda	Readings/Assignments
Introduction to Strategy			
1	T 8/22	Course Introduction and Overview	
2	Th 8/24	Introduction to Strategy <i>Lecture, form teams</i> - Cost leadership, internal consistency <i>Case discussion</i>	<u>Reading:</u> Introduction to Strategy (CP) <u>Case:</u> The Inexorable Rise of Walmart? 1988-2016 (CP) Register for a research study account.
3	T 8/29	- Growth strategy, global expansion <i>Case discussion</i>	<u>Case:</u> The Inexorable Rise of Walmart? 1988-2016 (CP)
4	Th 8/31	Setting Aspirations <i>Lecture</i> - Drafting a mission statement <i>In-class case analysis</i>	<u>Reading:</u> Setting Aspirations: Mission, Vision and Values (CP) <u>Case:</u> A New Mission Statement for the MBC Corporation (CP)
5	T 9/5	- Environmental mission statement <i>Case discussion</i>	<u>Case:</u> Patagonia (CP) Proposal for final project due
Industry Analysis			
6	Th 9/7	Industry Analysis <i>Lecture</i> - Porter's Five Forces Analysis <i>In-class case analysis</i>	<u>Reading:</u> Industry Analysis (CP) <u>Case:</u> The U.S. Airline Industry in 2012 (BB)
7	T 9/12	Industry Life Cycle; Scenario Planning <i>Lecture, videos, exercise</i>	<u>Reading:</u> The Industry Lifecycle (BB) Quiz #1
Competitive Advantage			
8	Th 9/14	Internal Analysis <i>Lecture, case analysis</i>	<u>Case:</u> P&G: Marketing Capabilities (CP) PS. Deadline to register for a research study account is on Friday, 9/15.
9	T 9/19	Competitive Advantage <i>Lecture, video</i>	<u>Reading:</u> Competitive Advantage (CP)
10	Th 9/21	- Differentiation, growth <i>Case discussion</i>	<u>Case:</u> Starbucks: A Story of Growth (CP)
11	T 9/26	- Dual advantage <i>Case discussion</i> Sustaining Competitive Advantage <i>Lecture</i>	<u>Case:</u> Samsung Electronics (CP) <u>Reading:</u> Sustaining Competitive Advantage (CP)

12	Th 9/28	- Competitive strategy, innovation <i>Case discussion</i>	<u>Case:</u> Tesla Motors (CP)
13	T 10/3	Midterm Exam	
Competitive & Cooperative Dynamics			
14	Th 10/5	Competitive & Cooperative Dynamics <i>Lecture</i> - Competitive Dynamics <i>In-class case analysis</i>	<u>Reading:</u> Competitive & Cooperative Dynamics (CP) <u>Case:</u> Dogfight over Europe: Ryanair (A)(CP)
15	T 10/10	First-Mover Advantage <i>Lecture</i> - Coping with first-mover advantage <i>Case discussion</i>	<u>Reading:</u> First-Mover Advantage (BB) <u>Case:</u> A350XWB: Airbus' answer to Boeing's Dreamliner (CP) Final project working outline due
16	Th 10/12	- Competitive rivalry <i>Case discussion</i>	<u>Case:</u> Coffee Wars in India: Café Coffee Day Takes on the Global Brands (CP)
Corporate & Global Strategy			
17	T 10/17	Corporate Strategy <i>Lecture</i> - Corporate Strategy <i>In-class case analysis</i>	<u>Reading:</u> Corporate Strategy (CP) <u>Case:</u> Gucci Group in 2009 (CP)
18	Th 10/19	- Diversification <i>Case discussion</i>	<u>Case:</u> Apple's Future: Apple Watch, Apple TV and/or Apple Car? (CP)
19	T 10/24	- Acquisitions <i>Case discussion</i>	<u>Case:</u> The Walt Disney Company and Pixar: To Acquire or not to Acquire? (CP)
20	Th 10/26	Global Strategy <i>Lecture</i> - Adaptation <i>In-class case analysis</i>	<u>Reading:</u> Global Strategy (BB) <u>Case:</u> Leventary Café: The China Challenge (CP) Quiz #2
21	T 10/31	- Adaptation <i>Case discussion</i>	<u>Case:</u> Wal-Mart in China 2012 (CP)
22	Th 11/2	- Global strategy <i>Case discussion</i>	<u>Case:</u> Haier: Taking a Chinese Company Global (CP)
23	T 11/7	- Arbitrage, ethics <i>Case discussion</i>	<u>Case:</u> IKEA's Global Sourcing Challenge (A) (CP) First final draft of final project due
24	Th 11/9	- Arbitrage, ethics <i>Case discussion</i>	<u>Case:</u> IKEA's Global Sourcing Challenge (B) (CP)

25	T 11/14	Feedback on final project drafts	
Executing Strategy; Leading Strategic Change			
26	Th 11/16	Executing Strategy; Leading Change <i>Lecture, discussion</i>	<u>Reading:</u> Leading Change (BB)
27	T 11/21	- Leading Change <i>Individual case analysis</i>	<u>Case:</u> Lego (CP)
	Th 11/23	Thanksgiving – No Class	
28	T 11/28	Final project presentations	
29	Th 11/30	Final project presentations	
		Final Exam <ul style="list-style-type: none"> • Section 15102 (TTh 10:00 - 11:50am): Tue, December 12, 2017; 8am - 10am • Section 15106 (TTh 12:00 - 1:50pm): Tue, December 12, 2017; 11am – 1pm 	

CP = Harvard Coursepack
BB = Blackboard

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 modules. Repeated exposure to these frameworks through numerous case studies accelerates 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 multiple case studies of multinational companies.
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 assignments 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 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.
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i>	Moderate	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

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.

Option 1. Participation in Research Studies¹

First, you can participate in research studies conducted outside of class 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/> no later than **Friday, September 15, 2017**. 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 account, you will need to check the site regularly to find open studies and sign yourself up to participate in them. Studies are scheduled throughout the semester, on various days and times. 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. While there are usually enough studies to accommodate all students, it is important that you complete your credits early for your own peace of mind and to make sure you can find all the studies you need. You are not guaranteed an available study spot. To receive full participation points, you must earn your first credit by **Friday, November 3, 2017**. Your final credits can be earned any time before **Friday, December 1, 2017** (the last day of classes).

Please note the following regarding Option 1:

- 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 the sessions you registered for, as scheduled and on time.
- If you already have a research study account from a past BUAD304 or BUAD497 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.
- If you are enrolled in Marketing BUAD307, please make sure you visit the Marketing research study website your Marketing Professor has given you (please see your Marketing course 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.

Option 2. Research Papers

Your second way to complete the research requirement is to write three short, 3-page research papers on topics prearranged with your instructor. Papers must be turned in to your instructor no later than **December 1, 2017**.

- **Questions about completion of the research studies (Option 1) should be directed to the administrator mor.sona@marshall.usc.edu**
- **Option 2 topics should be discussed with your professor (not the administrator).**
- **Please review the Frequently Asked Questions posted to Blackboard for additional information.**

¹ Please note that you must be aged 18 years or older by **October 22, 2017** in order to choose Option 1; otherwise, you will need to select Option 2.