

**BUAD 497: Strategic Management**

<b>Syllabus:</b>	Spring 2018
<b>Sections:</b>	15096 Mon – Wed 12 – 1:50 PM, JFF 239 15110 Mon – Wed 6 – 8:50 PM, JFF 239
<b>Instructor:</b>	Jason Park
<b>Office:</b>	Leventhal Accounting B1E
<b>Office Hours:</b>	Mon – Wed 4 – 5 PM
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**Course Description**

This course introduces the key concepts, tools, and principles of strategy formulation and competitive 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, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, 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. 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.

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 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 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*.

**Learning Objectives**

The course is composed of five interrelated modules that build on each other. The learning objectives associated with each module are intended to enable you to develop:

1. 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. skills in being able 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, and
3. 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.

All of the graded elements of this course are based on assessing your ability to demonstrate specific knowledge in these areas.

### **Module I. Industry and Competitive Analysis (ICA)**

1. Analyze the main structural features of an industry and develop strategies that position the firm most favorably in relation to competition and influence industry structure to enhance industry attractiveness.
2. Use evidence on structural trends within industries to forecast changes in competition and profitability in the future.
3. Recognize the different stages of industry evolution and recommend strategies appropriate to each stage.

### **Module II. Competitive Advantage**

1. Appraise the resources and capabilities of the firm in terms of their ability to confer sustainable competitive advantage and formulate strategies that leverage a firm's core competencies.
2. Distinguish the two primary types of competitive advantage: cost and differentiation and formulate strategies to create a cost, differentiation or dual advantage.
3. Diagnose problems with firm competitive advantage and recommend alternative courses of action for improvement.

### **Module III. Competitive Dynamics**

1. Analyze dynamics in competitive rivalry including competitive action and response, first-mover advantage, co-opetition and winner-take-all and make appropriate recommendations for acting both proactively and defensively.
2. Conduct basic game-theoretic analysis to predict competitive interactions.
3. Analyze competitive dynamics in technology-intensive industries and formulate strategies for exploiting innovation and winning standard battles.

### **Module IV. Corporate Strategy**

1. Identify alternative approaches for corporate resource allocation and recommend resource allocation across a firm's portfolio of businesses.
2. Make recommendations for horizontal changes in the boundary of the firm based on an understanding of the conditions under which diversification creates value.
3. 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.

### **Module V. Global Strategy**

1. Identify why firms expand internationally and formulate strategies for exploiting international business opportunities including foreign entry strategies and international location of production.
2. Formulate international strategies that achieve an optimal balance between global integration and national differentiation.

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

1. Identify critical actions for implementing company strategy.
2. Recognize the contribution of appropriate leadership, timing, and employee commitment to organizational success.

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

## Required Materials

**Textbook.** Strategic Management 3rd edition, by Frank T. Rothaermel, McGraw Hill, 2016, available in the USC bookstore.

**Harvard Coursepack.** Assigned cases and readings for this course are compiled in a course reader available from Harvard Business School Publishing. Additional readings may be distributed in class or posted to Blackboard: (<http://cb.hbsp.harvard.edu/cbmp/access/72613594>).

**Blackboard (Bb).** Additional course materials may be posted to Blackboard including the course syllabus, PowerPoints, lecture notes, case discussion questions, assignments and newspaper articles. Please check Blackboard regularly for any new information or materials relevant to upcoming sessions.

## 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 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 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. Please refer to Appendix B for a *Guide to Case Analysis* and to Appendix C for a *Guide to Article Analysis*.

### **Guest Speakers**

Throughout the semester, I will bring outside individuals to speak to you about strategic management and other relevant subjects. They bring with them a wealth of industry experience and outstanding educational pedigrees, and for those reasons I have asked them to share their practical insights and theoretical knowledge with you. While their discussion material may be fair game on the exams, that is not the only reason to attend their presentations. Indeed, these are critical moments for you to ramp up your career initiatives as your college tenures come to an end. Measuring up your own budding professional aspirations to those of people who are already successfully managing their own will let you accurately gauge your own professional ambitions as healthy and realistic, or not. Please attend these presentations as you would any other class meeting.

**Course Evaluation:** Your course grade will be determined as follows:

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

Class Participation	20%
Midterm Exam	25%
Final Exam Essays	10%
Final Exam Multiple Choice	20%
Research Participation	5%

#### **Group work (20% of total)**

Project Paper	15%
Project Presentation	5%

### **Attendance Policy**

Class attendance is essential and expected. Generally, up to three (3) absences per student are excused and do not count against your grade. Case competitions, sporting events, and job interviews count as excused absences. But over three excused absences will be noted and will detract from your course grade. Also, habitual lateness and leaving class early will be noted as evidence of low course commitment. **You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.**

#### **Class Participation (20%).**

I will look at both the quantity and quality of your oral contributions. A classroom is a cost-free environment for experimenting and learning to “play the game.” Make use of it. That said, successful businesspeople are sensitive to cultural differences and navigate them by convincing others of their own views through the art of persuasion. At the same time, the business world does not reward people who “hem and haw” on hot-button business topics simply out of an excess of liberal-democratic goodwill. With that in mind, please be sure to speak your mind with conviction and also be circumspect in your demeanor, and you will do fine. In other words, be polite but firm in classroom discussion.

**Midterm Exam (25%).** There will be one midterm exam covering the first half of the course. It will cover the lectures, case study analyses, speaker material, newspaper clippings and videos. It will be entirely multiple choice, and contain 50 questions.

**Final Exam Essay and Multiple Choice (10+20=30%).** The final exam is scheduled according to the University proceedings. You should attend the exam for your specific section. It will be a two-hour cumulative multiple-choice exam covering all of the material (lectures, cases, speakers, news clippings, videos, etc.). The essay portion will involve two essay questions from one case. You will have the entire time of the last class of the semester to answer them.

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

**Project Paper (15%).** You will prepare a strategic analysis of an existing company as part of a group. Pursuant to any case study analysis, you must prepare a strategic analysis of the case study in a team effort. You will apply the concepts, analytical tools and theoretical frameworks of the course to analyze the key strategic issues a firm faces, and formulate a set of recommendations to maximize its long-term performance.

Team project papers are ultimately **15 pages (double-spaced, 12 point font, one-inch margins, Times New Roman) plus references/appendix.** Feel free to use graphs, figures, and data to demonstrate your rigor and creativity, all of which will **not** count toward the page limit. The team project papers start in Week 2 with each team producing a 1-page proposal which lays out the justification for studying a particular company. The choice of company can vary along certain dimensions (e.g., for-profit/non-profit, manufacturing/services, Fortune 500/start-up, etc., hi-tech/brick and mortar). The company CANNOT be a company listed for case analysis. Also, let the “AFI framework” (Analysis – Formulation -- Implementation) be a guide for how you approach the proposal.

On the week after the midterm, each group will present a 3-4 slide Powerpoint deck, showing the progress made in “analyzing” and “formulating” strategy for the company. There should also be preliminary “implementation” of strategic initiatives made in the slide deck. The final stage is Week 14, when you present your findings in a 10-12 slide Powerpoint presentation AND submit your final paper.

Below are the grading criteria for team project papers:

- Logic of writing (30 points)
- Practicability of recommendation (30 points)
- Rigor of Analysis (40 points)

I encourage you to take advantage of the diversity of perspectives and skills in your Marshall School class. All of your colleagues are here because they are conscientious students with a keen desire to excel. Team members with diverse backgrounds and international experience can learn from each other and enhance the odds to develop an excellent project. **The group size is 4 to 6 people.** Group members should differ by at least one dimension. Possible dimensions include gender, major, interest, hometown, etc. *If you are having trouble finding a group, please contact me by the beginning of the end of the second week of class and I will place you in one of my choosing.*

**Final Project Presentation (5%).** Week 14 is set aside for your Final Project Presentations. The presentation allows each team to report its analysis and recommendations of a firm’s strategic challenges to the class. The exact presentation date and time for each team will be assigned by a random drawing. Detailed instructions regarding the Final Presentation will be discussed in class and posted to Blackboard.

### **ADDITIONAL INFORMATION**

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

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

#### **USC Statements on Academic Conduct and Support Systems**

##### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards”

<https://policy.usc.edu/scampus-part-b/>. 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>.

### **Support Systems**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

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/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

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>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

### **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](http://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 me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 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](mailto: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](http://blackboard.usc.edu)), teleconferencing, and other technologies.

## Course Schedule

Week	Date	Session Topics & Agenda	Readings/Assignments
<b>The Concept of Strategy</b>			
1	M: 1/8	<b>Introduction &amp; Overview of the Syllabus</b>	Rothaermel, Introduction (optional)
	W: 1/10	<b>Vision/Mission/Values</b>	Rothaermel, Chapter 1; Register for a research study account; Form groups
2	M: 1/15	<b>MLK, JR. DAY (No Class)</b>	
	W: 1/17	<b>Managing the Strategy Process</b>	Rothaermel, Chapter 2; Report group composition; Project Paper Proposal (1 page) due
<b>Industry and Competitive Analysis (ICA)</b>			
3	M: 1/22	<b>External Analysis: Industry Structure, Competitive Forces &amp; Strategic Groups</b>	Rothaermel, Chapter 3
	W: 1/24	<b>Case Analysis</b>	<u>Case:</u> Apple A (CP)
4	M: 1/29	<b>Internal Analysis: Resources, Capabilities &amp; Core Competencies</b>	Rothaermel, Chapter 4
	W: 1/31	<b>Case Analysis</b>	<u>Case:</u> Apple B (CP) <u>Group</u>
<b>Competitive Advantage</b>			
5	M: 2/5	<b>Business Strategy: Differentiation, Cost Leadership &amp; Blue Ocean</b>	Rothaermel, Chapter 6
	W: 2/7	<b>Case Analysis; Guest Speaker</b>	<u>Case:</u> Global Wine War 2015: New World versus Old
6	M: 2/12	<b>Competitive dynamics in technology-intensive industries</b>	Rothaermel, Chapter 7
	W: 2/14	<b>Case Analysis</b>	<u>Case:</u> Facebook (CP)
<b>Holiday</b>			
7	M: 2/19	<b>PRESIDENTS' DAY (No Class)</b>	
	W: 2/21	<b>Midterm Exam Preview</b>	
<b>Midterm Examination</b>			
8	M: 2/26	<b>Midterm Examination</b>	
	W: 2/28	<b>Project Paper Overviews Midterm Surveys</b>	3-5 page (Beginning-Middle-End) team Powerpoint slide deck required
<b>Corporate Strategy I</b>			
9	M: 3/5	<b>Corporate Strategy: Vertical Integration &amp; Diversification</b>	Rothaermel, Chapter 8
	W: 3/7	<b>Case Analysis</b>	<u>Case:</u> Amazon.com

		<b>SPRING BREAK (No Class)</b>	
<b>Corporate Strategy II</b>			
<b>10</b>	M: 3/19	<b>Corporate Strategy: Mergers &amp; Acquisitions</b>	Rothaermel, Chapter 9
	W: 3/21	<b>Case Analysis</b>	<u>Case:</u> Pfizer-AstraZeneca
<b>Global Strategy</b>			
<b>11</b>	M: 3/26	<b>Global Strategy</b>	Rothaermel, Chapter 10
	W: 3/28	<b>Case Analysis</b>	<u>Case:</u> McKinsey
<b>Executing Strategy</b>			
<b>12</b>	M: 4/2	<b>Organizational Design: Structure, Culture, and Control</b>	Rothaermel, Chapter 11
	W: 4/4	<b>Case Analysis</b>	<u>Case:</u> Uber (CP)
<b>13</b>	M: 4/9	<b>Corporate Governance and Business Ethics</b>	Rothaermel, Chapter 12
	W: 4/11	<b>Guest Speakers</b>	TBD
<b>Conclusion</b>			
<b>14</b>	M: 4/16	<b>Final Project Presentations I</b>	Final project papers due
	W: 4/18	<b>Final Project Presentations II</b>	
<b>FINAL EXAMINATION</b>			
<b>15</b>	M: 4/23	<b>Final Examination Preview</b>	
	W: 4/25	<b>Final Exam Case</b>	
		<b>FINAL EXAM</b>	<b>Section 15096: May 4, 2018 11 AM – 1 PM</b> <b>Section 15110: May 2, 2018 7 PM – 9 PM</b>

*CP = Harvard Coursepack*

*TBD = To be distributed in class*



## Appendix A.



### Undergraduate Program Learning Goals

According to the AACSB, the Learning Goals state how the degree programs demonstrate the Marshall mission. Learning Goals should be broad statements, describing the goal of learning as well as the outcome. Accordingly, below the **goal** is what Marshall intends the students should be and the *outcome* further describes students' application and transfer of knowledge. The goals should express expectations that reflect the depth and breadth of student knowledge and skills that are sustainable foundations for life-long learning in support of their professional and personal development.

1. **Our graduates will have an understanding of the key business areas and their interplay** *to effectively manage different types of modern enterprise.*
2. **Our graduates will have a global mindset** *demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.*
3. **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities** *to strategically navigate complex demands of business environments.*
4. **Our graduates will demonstrate leadership skills** *aspiring to be sensible, future-oriented leaders and innovators.*
5. **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities** *and aspire to add value to society.*
6. **Our graduates will be effective communicators in speaking and writing** *to facilitate information flow in organizational, social, and intercultural contexts.*

#### Learning objectives associated with each learning goal:

According to AACSB, the more places in a curriculum [exist] that support one or more learning goals [and their objectives], the greater the probability of student success.

1. Learning goal: **Our graduates will have an understanding of the key business areas and their reciprocity** *to effectively manage different types of modern enterprise.*
  - Students will gain factual, conceptual, procedural, and metacognitive knowledge of the following areas: Accounting, finance, marketing, management & organizational behavior, operations and information management, and entrepreneurship.
  - Students will integrate disciplinary knowledge to develop a general management perspective and know how to tailor it to different types of modern enterprise.
  - Students will understand and utilize current technology in all disciplines.
2. Learning goal: **Our graduates will have a global mindset** *demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.*
  - Students will understand the complexities of business in the global economy and society, including its local, regional and global impact.
  - Students will understand the different markets such as product, capital, commodity and factor, labor and global

markets.

- Students will apply theories, models, and frameworks to analyze those markets.
- Students will have knowledge of the role of the legal, regulatory, competitor, financial, and consumer environments on business.
- Students will have knowledge of other cultures and their implications for business practice.
- Students will be able to adapt behavior and business practices to diverse business environments and cultures.

3. Learning goal: **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities to strategically navigate complex demands of business environments.**

- Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information.
- Students will critically question problems, competing priorities and points of view in situations characterized by ambiguity and/or uncertainty.
- Students will apply analytic tools and frameworks of business disciplines to create and defend well-reasoned conclusions and solutions based on relevant criteria and standards.
- Student will develop abstract ideas and design novel conceptual frameworks based on facts and theories.

4. Learning Goal: **Our graduates will demonstrate leadership skills aspiring to be informed, sensible, future-oriented leaders and innovators.**

- Students will recognize the intricacies of individual and organizational group behaviors and demonstrate leadership skills at all levels in organizations, such as team leadership, departmental leadership, executive leadership, and entrepreneurial leadership.
- Students will demonstrate the ability to be creative and innovative thought-leaders.

5. Learning goal: **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.**

- Students will understand and abide by professional codes of conduct.
- Students will understand the importance of ethics across cultures.
- Students will know how to apply ethical frameworks to assess appropriate courses of conduct.
- Students will recognize situations and issues that present ethical challenges and will be able to develop solution approaches.
- Students will understand businesses' responsibilities to stakeholders and moral obligations to society at large.

6. Learning goal: **Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and intercultural contexts.**

- Students will assess and characterize diverse communication goals and audience needs across cultures and utilize the appropriate oral or written form of communication as well as applicable media and technology.
- Students will understand interpersonal and organizational communication dynamics and implement effective internal and external organizational communication strategies.
- Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively.
- Students will write effectively in professional contexts and in all common business formats.
- Students will create and deliver context specific presentations and/or lead meetings individually or collaboratively.

## Appendix B. Guide to Case Analysis

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.

References:

- How to Conduct a Case Analysis in Rothaermel, Frank T., Strategic Management, 3rd edition, 2016, pp. 516-526.
- USC-CT framework (14:31 mins.) available at: <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>
- Tackling Case Analysis video (29:13 mins.) available at: <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>

## Appendix C. Guide to Article Analysis

The following set of questions are provided to guide your analysis of the articles assigned in 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?

## Appendix D. Individual Research Participation

### Marshall Behavioral Research Lab Participation and Requirements - Spring 2018 -

#### 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 **Friday, February 9, 2018** 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, March 2, 2018**. 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, March 9, 2018**. Your final credits can be earned any time before **Friday, April 27, 2018** (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, March 2, 2018** 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, April 27, 2018 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.

## **Spring 2018 FAQ for SONA by MOR Administrator**

### **Marshall Behavioral Research Lab Frequently Asked Questions—Spring 2018**

1. Please email all questions and concerns to [mor.sona@marshall.usc.edu](mailto:mor.sona@marshall.usc.edu)
2. All accounts are automatically deactivated at the end of each semester (after Friday, April 27th -- last day of Spring 2018 classes) so **if you previously had an account for your BUAD-304, BUAD-307, or BUAD-497, you will have to email [mor.sona@marshall.usc.edu](mailto:mor.sona@marshall.usc.edu) to request reactivation of your account using your USC email address.**
3. If you are currently taking BUAD 304, please create an account on the MOR SONA website in order to participate in research studies. Note: **you must create an account only using your USC email address** (not any other personal emails such as **gmail, yahoo**, etc.) will not be accepted/activated.
4. As stated in your Spring 2018 Syllabus, if you earn 3 research study credits, and are not a no-show or absent for any study you signed up for, you will receive 1 “free” credit. **This credit does not automatically show up on your account**. At the end of the fall semester, all students who have earned 3 research credits without having absences will be granted the 4<sup>th</sup> credit before summary reports are processed and forward to SONA professors. If you would like to see the 4<sup>th</sup> credit reflected on your account “**prior**” to the end of the semester, you must email [mor.sona@marshall.usc.edu](mailto:mor.sona@marshall.usc.edu) in order to receive this free credit. **As a SONA participant (student), you must initiate the request, it is not automatically granted and posted (by the SONA administrator to your account) prior to Friday, April 27, 2018** (last day of Spring 2018 classes).

## Appendix E Sample Participation Statements

**Participation.** In-class participation is 20% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

**Outstanding Contribution:** Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

**Good Contribution.** You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

**Minimal Contribution.** You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.

**No Contribution.** You say little or nothing in class. If you were not in the class, the discussion would not suffer.