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|  | **BUAD 497: Strategic Management** |
| **Syllabus – Spring 2018**  **Sections:** 15102 – JFF 239  Monday & Wednesday – 8:00 – 9:50 am |
| **Instructor: Michael Coombs, Ph.D.** |
| **Office:** Hoffman Hall 426 |
| **Office Hours:** M 10-10:30 & Th 5-5:30 pm & By appointment  **Email:** mcoombs@usc.edu |
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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 will be able to demonstrate:

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 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 and ability to use the following key concepts:

**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 actions for allocating resources 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 successful implementation of 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, 2017, 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. When necessary, I may also place additional materials in the bookstore for you to purchase.

**Blackboard (Bb)**. Additional course materials may be posted 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.

**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.*

**Course Evaluation**

Your course grade will be determined as follows:

**Total Percents**

**Individual Performance \_\_\_\_\_\_\_\_\_\_\_\_\_**

Individual Readiness Assessment Test (I-RAT) 10

Midterm Exam 10

Final Exam 15

Research Participation \_\_\_\_\_\_\_5\_\_\_\_\_

**Team Performance \_\_\_\_\_\_\_\_\_\_\_\_\_**

Team Readiness Assessment Tests (T-RAT) 20

Team Project Midterm Paper 15

Team Project Final Paper 15

**Peer Evaluation (minimum 10%)** \_\_\_\_\_\_10\_\_\_\_\_\_

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**.

**Individual Course Contribution.** Because this course relies heavily on case materials, extensive *before-class* preparation and *in-class* participation are required to ensure the class' success. 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 learn from others’ questions and contributions to class.

Oral class participation. Students are expected to participate in oral discussions and to serve as case discussion leaders, taking the lead in various aspects of case discussions. Your overall commitment and attitude toward this course, and your active oral participation will be closely monitored. In grading class participation, I will look at both the quantity and quality of your oral contributions. Class participation is obviously a function of preparation, skills, attitude, and a willingness to actively commit yourself in front 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.

With regard to quality, the dimensions that 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?

Case Preparation.Case studies are a fundamental learning tool in strategic management. Cases tell the story of a company facing a strategic dilemma. The firms may be real or fictional in nature, and the problem may be current or one that the firm faced in the past. The strategic dilemma is faced by a specific manager who considers what he or she should do. What decision needs to be made?

Strategy is a discipline that people learn by doing; it cannot be learned by simply reading a book or listening carefully in class. While those activities will help you become more familiar with the concepts and models used in strategic management, the only way to improve your skills in analyzing, formulating, and implementing strategy is to practice (Rothaermel, Strategic Management, 3rd ed., page. 516).

For each case study we use for class this semester you will find a case synopsis on Blackboard with Case Discussion Questions and a Case Assignment. Every student should be ready to respond verbally in class regarding the Case Discussion questions. The Case Assignment paragraph will guide your preparation of a prepared, typed response to be submitted at the beginning of class. Case Assignments must be turned in at the beginning of class to receive credit. **Students should turn in at least five (5) case assignments during the semester and at least one (1) from each of the first five modules**.

Case quizzes.Short case quizzes may be given at any time during the course to test the level of student preparation for case discussions. Expect several! These quizzes will generally consist of multiple choice and short answer questions and will be given at the beginning of classes where a case is assigned for class discussion. Student performance on these quizzes will be used to determine a student’s course contribution grade. No make-up opportunities will be given to students who are absent or late.

**Individual Readiness Assessment Tests (I-RAT).** There will be five announced quizzes during the course to test your level of understanding of the material previously covered. No make-up opportunities are available if you are absent or late.

**Individual Midterm Exam.** There will be one midterm exam covering the first two modules of the course: industry analysis and internal analysis.

**Individual Final Exam.** 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 material (lectures, cases etc.). The exam may also involve some questions about a case identified on the last scheduled day of class for you to analyze.

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

**Team Readiness Assessment Tests (T-RAT).** Teams will discuss and complete the same assessments as used in the Individual Readiness Assessment Test (I-RAT) to develop a team response to the questions. Every member of the team will receive the same score on each T-RAT.

**Team Final Project.** 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 the key strategic issues it faces, and present a set of recommendations to maximize the firm’s long-term performance. The project includes a midterm paper and a final paper.Two days near the end of the course are set aside for 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 including instructions on the midterm paper, final paper and final 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 at the end of the course. A copy of the peer evaluation form is found on the last page of this syllabus and is due on the last day of class.

**COURSE POLICIES**

**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.

If you are absent three or more times prior to February 23 (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

**Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

**Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. 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 this class.

**Academic 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. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A. <http://www.usc.edu/dept/publications/SCAMPUS/gov/>.

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](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](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*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/*](https://diversity.usc.edu/)

Tabs 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.

**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.

**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 Gmail or Yahoo.

**Communication and Entertainment Devices**

Laptop and Internet usage is **not** permitted during class unless otherwise stated by the professor. Other personal communication devices such as mobile phones and all entertainment devices such as iPods or other MP3 players 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.

**Disruptive Classroom Behavior**

Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor’s ability to teach effectively. Further information can be found at

<http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html>

**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.  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 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**

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| **#** | Date | Session Topics & Agenda | Readings/Assignments |
|  | **The Concept of Strategy** | | |
| 1 | M: 1/8 | **Course Introduction** | Register for a research study account |
|  | W: 1/10 | **What is Strategy? Why is it Important?**  *Lecture, Article Discussion*  *Form Teams* | Rothaermel, How to Conduct a Case Analysis, pp. 516 – 526.  Rothaermel, Chapter 1 |
| 2 | M: 1/15 | **HOLIDAY: Martin Luther King** | **NO CLASS** |
|  | W: 1/17 | **Strategic Leadership: Managing the Strategy Process** | Rothaermel, Chapter 2  Case: Wal-Mart Stores, Inc. (CP)  Walmart update (CP) |
|  | **Industry and Competitive Analysis (ICA)** | | |
| 3 | M: 1/22 | **External Analysis: Industry Structure, Competitive Forces and Strategic Groups** | Rothaermel, Chapter 3  Case: Cola Wars Continue: Coke and Pepsi in 2010 (CP) |
|  | W: 1/24 | **Industry Analysis: The Fundamentals** | Case: Macy’s Department Store: Repositioning (CP) |
| 4 | M: 1/29 | **Internal Analysis: Resources, Capabilities, and Core Competencies** | Rothaermel, Chapter 4  Case:Ready to Eat Cereal Industry in 1994 (A) (CP) |
|  | **Competitive Advantage** | | |
|  | W: 1/31 | **Competitive Advantage, Firm performance, and Business Models** | Case: Progressive Corporation |
| 5 | M: 2/5 |  |  |
|  | W: 2/7 |  | Case:ECCO A/S – Global Value Chain Management (CP) |
|  | **Competitive Dynamics** | | |
| 6 | M: 2/12 | **Competitive Dynamics** | Rothaermel, Chapter 5  Case: Dogfight Over Europe: Ryanair (CP) |
|  | W: 2/14 |  | Case: Movie Rental Business (CP) |
| 7 | M: 2/19 | **HOLIDAY: Presidents Day** | **NO CLASS** |
|  | W: 2/21 | **Business Strategy: Differentiation, Cost Leadership, and Blue Oceans** | Rothaermel, Chapter 6  Case:Apple, Inc. in 2015 (CP) |
| 8 | M: 2/26 | **Midterm Exam** |  |
|  | W: 2/28 | **Competitive dynamics in technology-intensive industries** | Rothaermel, Chapter 7  Case: Amazon Go: Venturing into Traditional Retail (CP) |
| 9 | M: 3/5 | **Business Strategy: Innovation and Entrepreneurship** | Case: Tesla Motors in 2013 (CP) |
|  | W: 3/7 |  | Case: A350 XWB: Airbus' answer to Boeing's Dreamliner (CP)  **Midterm paper due** |
| 10 | 3/11-18 | **SPRING RECESS** | **NO CLASS** |
|  | **Corporate Strategy** | | |
| 11 | M: 3/19 | **Corporate Strategy: Vertical Integration and Diversification** | Rothaermel, Chapter 8  Case: Birds Eye and the U.K. Frozen Food Industry (A) (CP) |
|  | W: 3/21 | Diversification | Case:Walt Disney: The Entertainment King (CP) |
| 12 | M: 3/26 | **Corporate Strategy: Strategic Alliances, Mergers and Acquisitions** | Rothaermel, Chapter 9  Case: Walt Disney and Pixar: To Acquire or not to Acquire (CP) |
|  | **Global Strategy** | | |
|  | W: 3/28 | **Global Strategy: Competing Around the World** | Rothaermel, Chapter 10 |
| 13 | M: 4/2 | Global Strategy, performance assessment | Case: Grolsch: Growing Globally (CP) |
|  | W: 4/4 | Global Expansion | Rothaermel, Chapter 11  Case: Haier: Taking a Chinese Company Global in 2011 (CP) |
| 14 | M: 4/9 | **Organizational Design: Structure, Culture, and Control** | Case: Reinventing Best Buy (CP) |
|  | **Executing Strategy** | | |
|  | W: 4/11 | **Corporate Governance and Business Ethics** | Rothaermel, Chapter 12  Case: Dieselgate – Heavy Fumes Exhausting the Volkswagen Group (CP) |
| 15 | M: 4/16 |  | Case:Patagonia (CP) |
|  | W: 4/18 | **Final Project Review I** | **Final Papers Due** |
| 15 | M: 4/23 | **Final Project Review II** |  |
|  | W: 4/25 | *Review for Final Exam* |  |
| 16 | W 5/7 | **Final Exam** | **11:00 AM – 1:00 PM** |

*CP = Harvard Coursepack*

*TBD = To be distributed in class*

**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 Goalsas follows:

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| **Goal** | **Description** | **Course Emphasis** | **Relevant Course Topics** |
| **1** | Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* | **High** | Strategic frameworks which advance students’ ability to analyze markets, industries, and regional and global economies are introduced in all 5 modules. Repeated exposure to these frameworks through numerous case studies accelerate student learning from one class session to another. |
| **2** | Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* | **High** | A global business perspective is developed through case studies of multinational companies and a dedicated global strategy module. |
| **3** | Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* | **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 *business managers and leaders.* | **Moderate** | Students will engage in multiple team exercises during the course including a team final project. |
| **5** | Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. | **High** | Several cases studies include ethical issues which are discussed in class. The instructor may also bring up a current event featuring an ethical dilemma and lead a class discussion on what happened, why, and what might have been done to address the issue in a different manner. |
| **6** | Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* | **Moderate** | The team final project gives students an opportunity to apply concepts and frameworks learned in class to analyze a company of their choice. A written report and a team presentation are required at the end of the semester providing an opportunity to present the analysis to the class. |

**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, 2017, 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 4th 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.du**](mailto:mor.sona@marshall.usc.du)
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 **4th credit** before summary reports are processed and forward to SONA professors. If you would like to see the 4th 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. BUAD 497 - Peer Evaluation**

At the end of the semester, it is necessary for all members of this class to assess the contributions that each member of the group made to the work of the group. This contribution should presumably reflect your judgment of such things as:

Preparation – Were they prepared when they came to class?

Contribution – Did they contribute productively to group discussion and work?

Respect for others ideas – Did they encourage others to contribute their ideas?

Flexibility – Were they flexible when disagreements occurred?

It is important that you raise the evaluation of people who truly worked hard for the good of the group and lower the evaluation of those you perceived not to be working as hard on group tasks. Those who contributed should receive the full worth of the group’s grades; those who did not contribute fully should only receive partial credit. Your assessment will be used mathematically to determine the proportion of the group’s points that each member receives.

Evaluate the contributions of each person in your group except yourself, by distributing 100 points among them. Include comments for each person.

**Team-member names: Points Awarded**

1. Your name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

**Total:** 100

|  |  |
| --- | --- |
| Greatest Strength | **Areas of improvement** |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |