

Professor: Quentin Fleming

Office: ACC B1E (basement of Accounting)

Office Phone: (310) 459-9570

E-mail: Qfleming@marshall.usc.edu

Office Hours: Tuesday 6:00 – 7:00 and by appointment

NOTE: While BUAD 497 is a universal core course, it is taught by several instructors. Policies regarding assignments and grading may be different for each instructor. Be sure to refer ONLY to the syllabus that is provided by your instructor.

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*; *corequisite*: BUAD 311 or BUAD 311*T*.

COURSE MATERIAL

There are three items we will use this semester.

Course Reader: The assigned cases for this course are available from the University Book Store. When necessary, your instructor may place additional materials in the bookstore for you to purchase. *Be careful to purchase the correct course reader – there are different ones used by different professors.*

Text: Hitt, Michael A., R. Duane Ireland, and Robert E. Hoskisson [H.I.H]. *Strategic Management: Competitiveness and Globalization - Concepts*, Boston, MA: Cengage, 12th edition, 2017. (Note: this is a softbound book. Also, there is a “Cases and Concepts” version of this book, which you do not want – only get the “Concepts” version.) This book can be obtained at the University Bookstore or online.

Additional Required Book: “*Good Strategy/Bad Strategy: The Difference and Why it Matters*” by Richard Rumelt. Crown Business, 2011. While possibly available in the USC Bookstore, the easiest (and least expensive) source of the book is Amazon.com.

GENERAL OBJECTIVES

Specific information regarding the course’s formal Learning Goals and Learning Objectives are presented in Appendix A, and the course’s relationship to the USC Marshall Undergraduate Business Program Goals are presented in Appendix B.

There are four “general” objectives for the course.

Theory and Concepts. Understanding the concept of competitive strategy formulation is an important objective of this course. This will involve mastering an array of economic, strategic, and organizational concepts and theories, and acquiring an integrative CEO’s point of view. While our primary focus will be on mastering strategy formulation at the business unit or competitive level, the course will also examine corporate and global strategy issues.

Analytical Skills. Theoretical concepts are a great aid to understanding, but by themselves they do not help resolve real business problems or challenges. Also needed are analytical skills and techniques that can be applied to the data to “fill in” the facts and premises assumed in the theories. A second general objective is to further increase each student’s inventory of useful analytical skills and tools. Learning how to apply these techniques, and, more importantly, when to apply them is a key objective of the course.

Rhetorical Skills. The best analysis in the world will have little effect if it cannot be communicated to others. Managers must be able to articulate their views coherently and persuasively, and they must be skilled at understanding and critiquing other points of view. You must learn to connect the dots, to make convincing arguments and to make them quickly. This skill takes practice and we will place a great deal of emphasis on it in class.

Wisdom. Much of the knowledge that successful managers and consultants employ consists of “rules of thumb” about what issues are likely to be important in certain kinds of business situations. A fourth goal of this course is to help you build up your set of useful “stories” and

“experiences” for your future managerial careers. While the ability to master analytical models, frameworks and tools is essential, ultimate success is more strongly predicated on prescient judgment, entrepreneurial insight, iconoclastic vision and a willingness to act with conviction.

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 cases. Occasional lectures will be given to elaborate on key theoretical models and frameworks or to reinforce crucial concepts. These lectures, however, will be subordinate to the case analysis. Cases provide a natural “test-bed” for theory and provide vivid examples that aid memory of concepts. Case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A mix of old and new 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 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 important or 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. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others. A popular phrase in case analysis classes is “**There are no right answers, but there are wrong answers.**” In addition, there will be cases which will not end up neatly packaged with an “answer.”

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 or change your mind. 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.

Case Preparation. Because this course relies heavily on case material, extensive *before class* preparation and *in class participation* are required to ensure the class’ success. *Preparation for a case discussion* should begin with reading the assigned case to 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”). Finally, one of the best tips for success in this class is to get some study buddies – classmates you bounce ideas off of. You’ll find that each person sees things the other misses, and vice versa. Collectively, you’ll be much better prepared.

WARNING! There is a good chance that you will feel a bit confused or overwhelmed early on in the course. This is a byproduct of the peculiar structure of the strategy course that does not build up linearly by successively adding components of knowledge week by week. Rather, every case in a sense contains all the material in the entire course. Furthermore, the early

theoretical concepts probably won't have much meaning for you until you've worked through a few cases. As a result, there is no logical way to start off except by immersion, (i.e., throwing you in the deep end of the pool and letting you struggle to stay afloat). The good news is that the number of new ideas for you to learn drops off quickly and old ideas continue to be relevant. This way you will get multiple chances to master the basic concepts of the course. **So remember: SOME CONFUSION IS NORMAL AT FIRST.**

COURSE COMPONENTS AND GRADING POLICIES

Grading Summary: There are several components that combine to determine your course grade. These are listed below with their relative weight.

Component	Weight	Due
Course Contribution (Day-to-day and Research Activity)	20%	Throughout
Case Update Presentation	5%	Throughout
Announced Quizzes (best 4 of 5)	15%	Throughout
Written Assignment #1	6.25%	2/1
Written Assignment #2	6.25%	2/20
Written Assignment #3	6.25%	3/1
Written Assignment #4	6.25%	4/17
Group Presentation (Good Strategy/Bad Strategy)	10%	4/3-5
Final Exam	25%	5/3

As a habit, I traditionally post “rough scores” several times throughout the semester (e.g., after classes 10, 16, 22 and going into the final exam) to keep you informed of your standing. This is done in a way that shows the performance of the entire class on all relevant components. Students are identified using part of their student ID numbers to ensure confidentiality.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. The distribution of grades will closely follow the guidelines of the Marshall School of Business. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (ranging from 0 to 100).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

In order to successfully pass this course, a passing grade (> 50%) must be achieved in each individual course component.

Attendance Policy. Woody Allen once said: “80% of success is just showing up.” Woody was right – class attendance is absolutely essential in the case study method. 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 the limit will reduce the student's participation grade, no questions asked, no excuses of any kind accepted. Students with an excessive number of absences are at risk to fail the course. 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.

For students missing more than three classes who wish to make up these absences, I have a “summary paper” policy. Please see me about this should the situation apply to you.

Course Contribution. There are two components to Course Contribution: your Day-to-Day Participation in class and your involvement in Research Activities.

Day-to-Day Participation: Your daily active *verbal* participation in case discussions will be closely monitored. In grading class participation, we will look at both the quantity and quality of your class contributions (**with quality being much, much more important**). A classroom is a cost-free environment for experimenting and learning. Make use of it. Shyness is no excuse.

With regard to quality, the dimensions looked for include:

You’ve read – and thought about – the case. Use data from the case rather than general knowledge to support your idea.

You’re paying attention to what’s going on in the discussion.

Your input is relevant. Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.

You’re able to take it to the next level. Comments that push the implications of a fact or idea as far as possible are clearly superior.

Each student will receive a score for contribution at the end of each session. (Yep, I grade each session!) The simple recitation of facts from the case will receive some credit toward the student’s class contribution score. Comments that do more than simply recite case facts, however, will receive substantially more credit. Comments that contain factual misstatements, demonstrate lack of adequate preparation, or are distracting will not be helpful. I will elaborate on the scoring criteria during our first class session – a helpful tip is to remember the “French chocolate” analogy (explained in class).

Research Activities: Course Contribution also comprises involvement in research activities. Therefore, there is a mandatory research requirement 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: 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).

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

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.

Participation Cards. Because of the importance of class participation, you are encouraged to turn in a Participation Card at the end of each case discussion. These cards are entirely optional, but serve as a valuable “reminder” and will be used in combination with the professor’s own daily evaluations to determine your contribution score for the day.

Case Update Presentation. You will be required to participate in one brief group presentation to the class. The presentation will be graded on a group basis. Presentations are made in groups of 4-5 members and should take approximately 8-10 minutes. Group membership and presentation dates are determined on a first-come, first-served basis. Groups that do not volunteer for presentations will have them assigned to them. No written write-up is required when a group presentation is made; however, groups should provide their professor with a copy of their presentation slides.

Announced Quizzes. A short quiz will be given at the beginning of several sessions (see the course schedule below for the dates of these quizzes). The quizzes will consist of objective (usually multiple choice) questions from the assigned readings in the course text, and/or short answer questions on key concepts covered in the most recent lecture and subsequent class sessions. The best 4 of 5 quizzes will count.

Written Assignments. You are required to complete several written assignments during the semester. These assignments are of different types. Some require the application of particular analytical tools or models to a case. Assignments will typically consist of your key conclusions regarding the question asked, along with the analysis and supporting logic for those conclusions. Some assignments might involve numerical and/or graphical analysis of data from the cases we will discuss, and these assignments will have a page of numbers (i.e., numerical data) attached to a one-page write-up.

Details about the specific written assignments are provided in the “Day-to-Day Assignments and Case Discussion Outline” document posted to the BUAD497 class folder on Blackboard.

Policies for Written Assignments:

1. ***Deadlines are important. Papers not turned in on time are penalized.****
2. ***The written portion of assignments (excluding spreadsheet number, when applicable) must be no longer than one side of one page. Type them in 12-point font with one-inch margins around the page.***
3. ***Use your USC Student ID instead of your name.***

***Note: I use the “no problem” policy for Written Assignments handed in late.** This policy is: I have no problem accepting assignments late – so long as you have no problem with the fact that I will grade it just like those papers received on time, but I will then automatically deduct 20% of the total value (e.g., a paper that would have been 10 will be 8; etc.).

Formal Group Project Presentation. You will be required to participate in another short presentation as part of a small group. The presentation will also be graded on a group basis. You will be given a project where you will analyze and apply what you’ve learned from the book “Good Strategy/Bad Strategy” to a specific company. The specifics will be given to you later in the semester. No written report is needed, but all teams will submit a copy of their PowerPoint slides to the professor at the beginning of the first scheduled day of formal group presentations.

Final Exam. A final exam is scheduled for this course. It will be given during the exam time specified by the University. The exam may consist of multiple choice, short answer and short essay questions. The final exam will focus on a case that will be handed out a week before the exam.

COURSE COMMUNICATION: BLACKBOARD SYSTEM

An “Electronic Folder” has been created for this course in the Blackboard system. You should begin the habit of checking the course folder on a very regular basis. The course syllabus, case discussion and assignment information have been posted to the 497 folder. Additional course lecture notes/materials, further details on written assignments (where appropriate) and general course announcements will be posted to the folder throughout the semester.

MARSHALL GUIDELINES

Add/Drop Process. In compliance with USC and Marshall’s policies classes are open enrollment. I can drop you from my class if you don’t attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another course this semester, since they might reach capacity.

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, PDAs, I-Phones, Blackberries, 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 material is reserved exclusively for USC Marshall students. Students violating this policy will receive a “zero” for the day and may be asked to leave that day’s class.

Statement for 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 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.

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. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

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.

Emergency Preparedness/Course Continuity. In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Evaluation of Your Work. You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

ADDITIONAL UNIVERSITY INFORMATION

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.

COURSE SCHEDULE – BUAD 497 – Section 15108 – Fleming – Spring 2018

Session	Date		
1	Tu 1/9	Course Introduction and Overview	
2	Th 1/11	Lecture/Discussion: Strategic Thinking (HIH 1, 12; CR: What Is Strategy? – HBR article)	
3	Tu 1/16	Wal*Mart Stores, Inc.	
INDUSTRY ANALYSIS			
4	Th 1/18	Lecture/Discussion: External Analysis & the Business Landscape (HIH: 2)	Quiz
5	Tu 1/23	Cola Wars Continue: Coke and Pepsi in 2006	
6	Th 1/25	Apple Computer – 1992	
CREATING A SUSTAINABLE COMPETITIVE STRATEGY/POSITION			
7	Tu 1/30	Lecture/Discussion: The Internal Environment (HIH: 3, 4)	Quiz
8	Th 2/1	Montague Corporation: Unfolding the Future in Cycling	WA
9	Tu 2/6	The Ready-to-Eat Breakfast Cereal Industry	
10	Th 2/8	Progressive Corporation	
11	Tu 2/13	Lecture/Discussion: Anticipating Competition and Cooperative Dynamics (HIH: 5, 9)	Quiz
12	Th 2/15	Barnes and Noble versus Amazon.com	
13	Tu 2/20	eHarmony	WA
14	Th 2/22	Airborne Express	
CORPORATE STRATEGY			
15	Tu 2/27	Lecture/Discussion: Corporate Level Strategy and Acquisitions; (HIH: 6, 7)	Quiz
16	Th 3/1	Airbus A3XX: Developing the World’s Largest Commercial Jet (A)	WA
17	Tu 3/6	“Command Decision”	
18	Th 3/8	Disney’s Lion King (A): The \$2 Billion Movie	
	3/14 - 18	Spring Break. Be careful what you post on Facebook.	
19	Tu 3/20	Newell Co	
INTERNATIONAL STRATEGY			
20	Th 3/22	Lecture/Discussion: International and Corporate Governance Issues; (HIH: 8, 10)	Quiz
21	Tu 3/27	ELC activity	
22	Th 3/29	Zara: Fast Fashion	
23	Tu 4/3	Group Presentations: Day 1	
24	Th 4/5	Group Presentations: Day 2	
25	Tu 4/10	Jollibee Foods (A): International Expansion	
26	Th 4/12	Samsung Electronics	
27	Tu 4/17	Shiseido and the China Market	WA
GETTING INSIDE THE FIRM: MANAGING SUBSIDIARIES AND PEOPLE			
28	Th 4/19	Nike and Reebok	
29	Tu 4/24	Lecture/Discussion: Leadership, Decisions (HIH: 13) The Body Shop	
30	Th 4/26	Course / Final Exam Review	
	Th 5/3	Final Examination (4:30 – 6:30 PM)	

CR denotes a reading that is available in the Course Reader
HIH denotes reading that is in Hitt, Ireland & Hoskisson, *Strategic Management* textbook
WA denotes that a *Written Assignment* is due at the beginning of this class period.

Appendix A. Course Learning Goals and Learning Objectives

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

LEARNING GOALS

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
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
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>	Moderate
3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	High
4	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i> .	Moderate
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society	Moderate
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i> .	Moderate

LEARNING OBJECTIVES

The course is composed of six interrelated sections 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 International 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.

Appendix B

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 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 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 so as to anticipate new opportunities in any marketplace.	Moderate	A global business perspective is developed through multiple case studies of multinational companies.
3	Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators.	High	Students will learn to use a series of tools/frameworks from the textbook, designed to enable them to organize critical facts, then extrapolate the information gathered to "fill in the gaps" in information provided in assigned HBS cases. This process will be conducted both during in-class discussion, written assignments and oral presentations.
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 assignments during the course.
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.	Moderate	Several case 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 to facilitate information flow in organizational, social, and intercultural contexts.	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 C: 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
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 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 Spring 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 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).