MOR 548, Competitive Advantage Through People
Spring, 2018

6:30pm – 9:30pm Thursday
Room JKP 204

Professor: John W. Boudreau
Office: 505 Hoffman Hall
e-mail: jboudrea@usc.edu
Phone: 213-740-9814
Office Hours: Thursday 3:30 – 4:30 and by appointment

Course Description:

Virtually every CEO touts the importance of their people in achieving competitive success. Organizational leaders readily admit that their decisions about their organization's human capital or talent are critical. Yet, business leaders also admit that they are far more confident in their decisions about money, technology, and products, than in their decisions about their human capital or "talent." As human capital becomes increasingly important to business success, future organization leaders must be as adept at competing for, building and deploying talent resources, as they are at competing for, building and deploying their capital, customers and technology.

Leaders must also "lead the work," not only their employees, because they can engage a global workforce in ways beyond employment, such as freelancers, contractors and volunteers. They must also balance and optimize the integration of automation and human workers.

Many corporate executives and HR professionals find it difficult to connect HR practices to their key strategic business challenges. Those who want to effectively lead/manage teams, departments, or businesses must understand the "science of talent." The potential contribution of human resource (HR) management has never been more important. Yet, the activities and outcomes of HR are typically poorly connected to business results.

This class will show how the same principles that underlie business decision frameworks such as Finance and Marketing can logically connect the human elements of organizations to the requirements for strategic success. This "decision science" for talent is at an earlier stage than the decision sciences of Finance or Marketing, but the principles and logic for making good talent decisions are far more powerful than most business leaders realize.

Students aspiring to become general management executives will find this class useful in providing sound principles of human behavior to make better decisions about the talent in their organizations. Leaders must connect the investments in HR management (such as pay, training, leadership, career development, staffing and organizational design) to the critical pivot points that affect the organization's strategic success. They must learn to achieve organizational success by skillfully using the leverage provided by HR management.

Students aspiring to be HR professionals will find this class useful in creating a logical and tangible connection between their work and the success of the organization. The class positions HR leaders as partners in talent decisions, working with business executives to affect the core mission and strategic outcomes of their organization – not merely functional service providers.

The class proceeds from the premise that general managers must learn to enhance their decisions about human capital in their organizations. In medium-sized and large organizations, personnel or human resource management is a staff function. The effective and ethical employment of human resources, however, is a general management responsibility. In smaller organizations, there may be no human resources staff available and thus every employee is expected to develop and implement policies and practices that relate to managing the human assets in the firm.

Course Objectives:

After completing this course, you should:

1. Be more familiar with current research and practices on key human resource topics such as alignment, competencies, changing social and employment relationships, and globalization, and their relationship to strategic human resource management;
2. Be more familiar with specific human resource practices such as selection, development, performance appraisal and compensation, the role that they play in achieving strategic success, and what general managers should expect from human resource professionals;
3. Be better able to diagnose strategic organizational goals, identify where human capital can significantly enhance organizational success, and understand human resource techniques that can address them.

Required Reading:

1. *Beyond HR: The New Science of Human Capital*, by John W. Boudreau (Cambridge, MA: Harvard Business School Publishing, 2007).
   Note: A Chinese translation is available here: http://item.jd.com/1141910711.html

2. Custom course readings packet containing articles and cases.

3. Supplemental readings and slides posted to the class Blackboard site. *If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu.*

Course Format

We will consider the practices and processes involved in managing people and their context (e.g., industry, environment, political, social). We will consistently connect human capital, work and talent to organizational strategic success, but the focus will be on human resource management rather than strategy.

I will facilitate a discussion with the class participants rather than deliver a monologue. This is to encourage class members to incorporate the wealth of your personal experiences into the classroom. In-class discussions may range from theoretical to practical to topical to anecdotal, and will seldom result in a right answer. Rather the classes will pose questions and contingencies that help you build your own framework to understand how human capital affects your success and the success of the organizations you join.

I expect your interactions to be informed, well-reasoned and constructive.

The assigned readings and cases are to be read before you arrive in class. If you postpone or skim this material, you will likely be more "lost" during class, and your class participation grade will suffer. The more you can complete ahead of time, the more productive the classes will be for us all.

A reading packet is available in the campus bookstore. Readings include articles from professional and academic journals, chapters from books, and case studies. There may be additional assigned material throughout the course (e.g., articles, cases, exercises or other readings). Not all class materials will be discussed to the same extent. Most classes include a case, which will typically serve as the basis of class discussion.

It is likely that class time will only cover part of all the potential issues raised by the articles or by our discussions. Thus, I strongly encourage you to use time outside of class to engage in discussion. These discussions could further examine the articles and activities, their implications, and their potential application to individual objectives.

Students enter the class with different backgrounds, experiences, and learning objectives. It may not always be possible to address each individual's questions in the classroom, or even in small-group discussions. Please use opportunities outside of class (office hours, appointments, telephone, e-mail) to interact with me, to fill in gaps.

Like all areas of management, human resource management is not an exact science, but a framework for analysis and decisions. The issues seldom offer "black and white" answers. This ambiguity that can cause discomfort, but one objective of the course is to provide ways to make ambiguous issues more tractable. The "right" answer, or that a universal "right" answer seldom exists, but we will often conclude that there is a right approach to finding an answer. There is no one "best way" to manage people, but there are proper frameworks to help determine the most appropriate way given the situation and people involved.

Class Guests

Students often ask me for examples of organizations that do human resources management well, and want to hear the "real story" behind the cases or organizations that they know. So, most classes will feature an invited guest, often top HR officers and globally-known thought-leaders. This is your opportunity to interact first-hand with these leaders. This is why it is very important to have good, active attendance for classes. Please schedule these dates in your calendar now. Class sessions with guests carry double the participation credit, so missing guest dates can quickly lower your participation grade.

Grading

Assignment	Percentage	Due Date
In-class case presentations	20%	Various
Strategic Situation Analyses	70% (35% for each of two)	March 7 and April 25
Class Participation	10%	Various
Total	100%	

Class Participation

Your career success depends critically on your skill in articulating and defending your ideas and engaging a productive dialogue with your colleagues. You should consider our classroom as a laboratory in which you can test and improve these skills. I will assess your individual participation at the end of every class, and the combination of those in-class participation observations will inform your participation grade at the end of class.

I consider the Marshall School participation guidelines in my assessments. Here are the guidelines:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

Everyone in the class is expected to prepare for every session — not only the teams responsible for presenting the opening case. Doing the readings and attending class are not enough. I encourage you to form discussion groups or use your case team also as a discussion group. Consider scheduling a regular time for your group to meet prior to each class to share ideas on the assigned cases and readings, and to work together to formulate a deeper analysis of the issues. You will learn much more this way. During class I may call on students at any time, so please tell me before class if you are not prepared.

<u>In-Class Team Case Presentations</u>

Early in the semester, students will form into teams, and we will assign case presentations.

The basic questions in most cases are same:
1) what are the issues the organization needs to address?
2) what alternatives does the organization have in tackling these issues, and which alternative makes most sense?
3) what specific action plan would you recommend?

As in other case-based classes, there are no right answers, but there are wrong answers. Please identify the specific issues posed by the case and to decide how they can best be addressed. Most of these cases present a well-rounded picture of a business situation; they are not merely illustrations designed to exercise or test your knowledge of a given slice of theory or chapter of the textbook. As a result, the concepts needed to analyze the case are not narrowly bounded by the assigned background reading. In many cases, you will find it useful to invoke concepts from earlier in the course, from other courses, or from your own experience.

Discussions of cases will begin with presentation by a student team. After the opening presentation, the discussion will be opened to the whole class. As a group, we will try to build a complete analysis of the situation and address the problems and issues.

You should think of these presentations as if they were presentations by a group of outside consultants (your team) reporting to the case company's management team (the class). So a recapitulation of the case data is unnecessary.

The "Guidelines for team opening presentations" at the end of this syllabus describe my expectations of these presentations. One or more team members should present the team's analysis to the class. The opening presentations should be no more than 20 minutes. Those who take longer than 20 minutes will receive a lower grade. Note: You can use up to an extra 5 minutes of presentation time for audio and video media if you wish. The media should be relevant to your case analysis, but can also be designed to "liven up" your case presentation. The time used by the media (up to 5 minutes) will not be counted against your 20-minute limit.

Each team will send me a copy of their slides, notes, and relevant back-up materials. (See the description of the "Talking document" under "Guidelines for Team Presentations" below.)

Note: Please send an electronic copy of the presentation and background materials to me before 3pm on the day of your presentation, so that I can plan the class. Please bring one hard-copy of your presentation to class for me. If we have a class guest, please also bring one hard copy to class for each guest.

After each presentation I will send feedback to the team. All team members will receive the overall team grade. It is up to the team to manage individual contributions and group processes. If members of the team feel that a team member's contribution is so low that their grade should be lowered, those team members may contact me through a private email, describing their concerns.

The grading of the oral delivery of the presentation will not penalize people for language difficulties when their first language is other than English.

<u>Individual Strategic Situation Analyses (Each student will do two)</u>

Each student will complete two individual assignments. These assignments will consist of an analysis of a particular strategic situation in an actual organization, identifying where and how organizational talent and human capital can make a significant difference to strategic success, and specifying what elements of human behavior and human resource management practices are appropriate to create that strategic effect. In the first several classes, we will discuss the HC BRidge® framework, that has been used in several organizations to help HR leaders and general managers logically connect talent and human capital to strategic success. You will use this framework for each of the two individual assignments. ***The first assignment will be due on or before March 7. The second assignment will be due on or before April 25. Deliver one hard copy of your paper to me in class and upload a PDF of your assignment to the Blackboard site, on or before 6pm on the due date.***

The subject of your assignments should ideally be a real-world situation with which you have experience. Using a real situation that you are familiar with will greatly increase your learning. However, particularly for students with little work experience, I may accept an analysis of a situation drawn from the business press or a case study. Please contact me if you do not feel you have work experience sufficient to be the basis of the assignments.

The first individual assignment should focus on the "Impact" part of the HC BRidge framework. The Impact Analysis workbook provided on the class Blackboard site is provided as a guide. You need not use all elements of that workbook, but the first assignment is to deeply analyze the business and strategic context and positioning of the organization, and then identify strategy pivot points (such as resources and processes), and then the talent pivot-points that affect them. Your analysis should cover the following elements of the HC BRidge Framework: "Sustainable Strategic Success," "Resources & Processes," "Organization & Talent," and "Interactions & Actions."

The second individual assignment, due at the end of the semester, will complete the analysis, using the "Effectiveness" and "Efficiency" elements of the HC BRidge framework. In that assignment, you will show how the talent pivot points can be addressed, by using these elements of the HC BRidge framework: "Culture & Capacity," "Policies & Practices," and "Investments"

- You are graded less on whether your analysis is “right” or “wrong,” more on the quality of your reasoning.
- Clear writing is as important to your career as clear oral expression. Make sure your writing is technically correct and that the logic flows clearly and compellingly.
- This is an individual assignment, and subject to USC’s Academic Integrity standards.
- Print the assignment (and prepare an electronic version) on regular 8-1/2 x 11 paper, single-spaced, with one-inch margins.
- The word limit is 3,000 words (about 5 pages) plus a maximum of six pages of exhibits. Please note that these are maximum limits. You should try to make your paper as concise and coherent as possible.
- Exhibits should be used to support your argument with information that can be presented in a table or chart (such as financial analysis, action timelines, etc.) or that would be too detailed for the body of the paper.
- Your paper should be the quality that you would provide to the management of a business.
- Deliver one hard copy of your paper to me in class on the class meeting of the due date. If you cannot attend class, please make sure someone delivers the paper for you, or that you deliver the hard copy to me before class. In very special circumstances, and only with special permission, I will allow a student to email it to me at john.boudreau@usc.edu on or before the due date and time.

Class Schedule

January 10 **Course Introduction**

Boudreau, J.W. & Ramstad, P.M (2007). *Beyond HR: The New Science of Human Capital.* Boston, MA: Harvard Business School Press. Chapter 1 and Chapter 3

Matthew D. Breitfelder & Daisy Wademan Dowling (2008). Why Did We Ever Go Into HR? *Harvard Business Review*, July 1, 2008.

JANUARY 17 **Connecting Talent to Competitive Strategy and Talent Segmentation**

Boudreau, J.W. & Ramstad, P.M (2007). *Beyond HR: The New Science of Human Capital.* Boston, MA: Harvard Business School Press. Chapters 4-6

Boudreau, J.W. & Ramstad (2010). Strategy Analysis Workbook (*Posted to Blackboard site under "Strategy Analysis Workbook")*

Boudreau & Ramstad Worked-Out examples of the HC BRidge framework, Disney, Federal Express and Boeing (*Posted to Blackboard site under "Strategy Analysis Workbook")*

JANUARY 24 **Talent as a Critical Strategic Resource**

John Boudreau, "HR at the Tipping Point," *HR People and Strategy*, 2016.
Posted to Blackboard site

Society for HR Management (SHRM) Competency Model
https://www.shrm.org/LearningAndCareer/competency-model/Documents/Full%20Competency%20Model%2011%202_10%201%202014.pdf
Posted to Blackboard Site

HR Competencies: Two Frameworks:
http://www.hreonline.com/HRE/view/story.jhtml?id=533349915
Posted to Blackboard Site

HR Competency Model from the "Outside In" RBL Institute
Posted to Blackboard Site

Remote Guest: Mr. Peter Attfield, CHRO, Jardines, Inc.

JANUARY 31 **Reinventing Jobs to Optimize Work Automation**

Ravin Jesuthasan & John Boudreau (2018). *Reinventing Jobs* (Introduction).
Posted to Blackboard Site

CB Insights (2018). "21 Lessons from Jeff Bezos' Annual Letter to Shareholders". October 16, 2018
https://www.cbinsights.com/research/bezos-amazon-shareholder-letters/?utm_source=CB+Insights+Newsletter&utm_campaign=320ed67ec5-TuesNL_10_16_2018&utm_medium=email&utm_term=0_9dc0513989-320ed67ec5-90506689
Posted to Blackboard Site

Case: Wiboon Kittilaksanawong & Aurelia Karp (2017). "Amazon GO: Venturing into Traditional Retail". Ivey School of Business

Guest: Mr. Scott Pitasky, VP of HR, Amazon Consumer

FEBRUARY 7 **The New "Employment" Relationship**

"Lead the Work" Chapters 1 and 5 from the book by John Boudreau, Ravin Jesuthasan and David Creelman.
Posted on class website

Case: Catalant: The Future of Work? By Eisenmann, T., Rayport, J.F. & Snively, C. HBS Case #N9-817-103, March 21, 2017.

Guest: Mr. Rob Biederman, Co-Founder, Catalant Technologies

FEBRUARY 14 Talent Management in the Digital Age

Boudreau, J.W. "Retooled HR: From Risk-Minimizing Administrator to Risk-Optimizing Partner". Chapter 6 in *Retooling HR*. Boston: Harvard Business Publishing, 2010. (Note: This chapter provides both a management perspective on HR activities and a talent lifecycle framework that is useful in organizing the activities)
Posted to Blackboard Site

Boudreau, J.W. & Ramstad, P.M (2007). *Beyond HR: The New Science of Human Capital.* Boston, MA: Harvard Business School Press. Chapters 7-8
(Note: These chapters apply to the idea of creating synergy across HR practices that will be relevant for many of the future class units)

Douglas Ready & Jay Conger (2007). "Make Your Company a Talent Factory". *Harvard Business Review*. June 1, 2007. Product #R0706D

Peter Cappelli, Anna Tavis, Diane Gherson, et al. (2018). "The New Rules of Talent Management." *Harvard Business Review*. March 1, 2018. Product #R1802B-PDF-ENG

Zack Friedman. "IBM's HR Chief Shares Best Advice on the Future of Work". *Forbes*. Online August 6, 2018.
https://www.forbes.com/sites/zackfriedman/2018/08/06/ibms-hr-chief-shares-best-advice-on-the-future-of-work/#652261373dc4
Posted to Blackboard Site

Adam Bryant. "Strategic CHRO: Diane Gherson of IBM on How AI is Driving the Future of Work". LinkedIn.com, September 24, 2018.
https://www.linkedin.com/pulse/strategic-chro-diane-gherson-ibm-how-ai-driving-future-adam-bryant/
Posted to Blackboard Site

Andrew McIlvaine. "This HR Executiveof the Year is Transforming IBM". *Human Resource Executive*. Online. October 17, 2018.
http://hrexecutive.com/this-hr-executive-of-the-year-is-transforming-ibm/
Posted to Blackboard Site

Case: Rosabeth Moss Kanter & Jonathan Cohen (2017). "IBM Transforming, 2012-2016: Ginni Rometty Steers Watson". Harvard Business School, March 9, 2017. HBS.

Guest: Ms. Diane Gherson, CHRO, IBM Corporation

FEBRUARY 21 Talent Acquisition and Employment Brand

"Characteristics of successful employer brands" Lara Moroko, Mark D Uncles. *Journal of Brand Management*. London: Dec 2008. Vol. 16, Iss. 3; p. 160-175.

John Boudreau "Retooling the Staffing Supply Chain" excerpt from Chapter 5 of *Retooling HR.*
Posted to Blackboard site

Jeanne Meister. "Death of the Resume" *Forbes online*, July 23, 2012.
https://www.forbes.com/sites/jeannemeister/2012/07/23/the-death-of-the-resume-five-ways-to-re-imagine-recruiting/#1083f3b778a9
Posted to Blackboard site

CareerBuilder.com (June 2014). "Number of Employers Passing on Applicants Due to Social Media Posts Continues to Rise, According to New CareerBuilder Survey"
http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?sd=6%2F26%2F2014&id=pr829&ed=12%2F31%2F2014
Posted to Blackboard site

Laura Mather "How AI is Improving Hiring" TLNT 2017.
https://www.eremedia.com/tlnt/how-ai-is-improving-recruiting-and-hiring/
Posted to Blackboard site

Case: "Jack Smith: Career Launch at Toyota (A, B and C)"

FEBRUARY 28 **Learning and Knowledge Management**

Boudreau, J.W. & Ramstad, P.M (2007). *Beyond HR: The New Science of Human Capital.* Boston, MA: Harvard Business School Press. pp. 148-150

Wasdill, Deborah D. & Marquardt, M. "Adult Learning Orientations and Action Learning" *Human Resource Development Review*. Dec 2003. Vol. 2, Iss. 4; pg. 406-429.

"Corporate Universities". Society for HR Management, 2007
http://www.shrm.org/Research/Articles/Articles/Pages/CorporateUniversities.aspx.
Posted on Class Website

Ave Rio, "The Future of the Corporate University." *Chief Learning Officer*. Online. May 3, 2018
https://www.clomedia.com/2018/05/03/future-corporate-university/
Posted on Blackboard site

Chapter 6 from Karie Willyerd's book with Jeanne Meister, "Workplace 2020".
Posted on Class Website

"HR Mentoring Guide for Millenials", by Karie Willyerd.
Posted on Class Website

"AT&T Tells Workers Adapt or Else" by Quentin Hardy, New York Times February 13, 2016.
http://www.nytimes.com/2016/02/14/technology/gearing-up-for-the-cloud-att-tells-its-workers-adapt-or-else.html?WT.mc_id=SmartBriefs-Newsletter&WT.mc_ev=click&ad-keywords=smartbriefsnl&_r=0.
Posted on Class Website

Case: "DFS: Insuring Customer Service Excellence Through e-Learning". Singapore Management University. January 7, 2017.

GUEST: Karie Willyerd, Chief Learning Officer, Visa International

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March 7 **First Individual Assignment Due: Apply Impact Analysis to Find Talent Pivot-Points**
Post to Blackboard site before 6:00pm March 7

MARCH 7 Labor Relations, Collective Agreements, and Labor Standards

Maurer, Roy "Avoid Becoming a Target of Global Corporate Campaigns". Society for HR Management, December 2014
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/global-corporate-union-campaigns.aspx
Posted to Blackboard site

The United Nations Global Compact provides guidelines for environmental, social and employment sustainability. Principle 3 is a particularly interesting context for this class.
https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-3
Posted to Blackboard Site

CASE: Debi S. Saini "People Management Fiasco in Honda Motorcycles and Scooters India Ltd." 2006.

GUEST: Mr. Lindsay Marshall, Vice President, Human Resources, United Parcel Service

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March 14 Class Break, Spring Recess

March 21 Class Break, Project Catch-up Day

March 28 Performance Management and Feedback

Peter Cappelli & Anna Tavis. "The Performance Management Revolution." *Harvard Business Review*. October, 2016. Reprint R1610D

"After the Storm: Five Years of Performance Management." Mark Effron. September, 2018. Talent Strategy Group.
Posted to Blackboard Site

"We Wasted Ten Years Talking About Performance Ratings. The Seven Things We've Learned." Josh Bersin. November 16, 2018.
https://joshbersin.com/2018/11/we-wasted-ten-years-talking-about-performance-ratings-the-seven-things-weve-learned/
Posted to Blackboard Site

David Rock "Want to Kill Your Performance Ratings?" Huffington Post, 2017.
https://www.huffingtonpost.com/entry/want-to-kill-your-performance-rankings-heres-how_us_59e8fae5e4b0542ce4290c30
Posted to Blackboard site

Case: Attock Refinery Limited: Performance Management (2015).

Guest: Mr. Dean Carter, CHRO, Patagonia

April 4 Motivation and Employment Reward Systems

Heneman, R.L. (2007). *Implementing Total Rewards Strategies.* SHRM Foundation Report.
Posted on Blackboard site.

Modernizing the Employee Value Proposition. Willis Towers Watson Research, 2016.
https://www.willistowerswatson.com/-/media/WTW/PDF/Insights/2016/09/employers-look-to-modernize-the-employee-value-proposition.pdf
Posted on Blackboard site.

Ledford, Lawler & Benson, *What About Rewards?*. Workspan, April, 2016
https://www.worldatwork.org/adimLink?id=80129
Posted to Blackboard site.

Zoe B. Cullen & Ricardo Perez-Truglia. "The motivating (and demotivating) effects of learning other's salaries". *Harvard Business Review*. HBR.org. October 25, 2018.

CASE: Harrah's Entertainment, Inc.: Rewarding Our People, by Thomas DeLong and Vineeta Vijayaraghavan, 2003

GUEST: Mr. Scott Sherman, EVP Human Resources, Ingram Micro

APRIL 11 **HR Measurement and Scorecards**

Boudreau, J.W. & Ramstad, P.M (2007). *Beyond HR: The New Science of Human Capital.* Boston, MA: Harvard Business School Press. Chapter 9

People analytics: Recalculating the route. By Collins, L, Fineman, D. & Tsuchida, A. Deloitte University. February 28, 2017
https://dupress.deloitte.com/dup-us-en/focus/human-capital-trends/2017/people-analytics-in-hr.html?id=us:2ps:3gl:confidence:eng:cons:111215:em:dup1179:3nE3eHwE:934613490:184663656393:b:Human_Capital_Trends:People_Analytics_BMM:nb
Posted to class website

Case: "ADP: Switching from Measurement to Sensing …" The Hackett Group, September 28, 2017.
Posted to Blackboard site

GUEST: Sreeni Kutam, Chief HR Officer, ADP

APRIL 18 **Strategic HR for the Future**

Arrive in class prepared to discuss the issues and opportunities facing WorkDay with our guests.

Guest: Mr. Greg Pryor, Senior Vice President, People & Performance Evangelist at Workday

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APRIL 25 **Course Wrap-Up**

APRIL 25 **Final Individual Strategic Situation Analysis Due in Class**
Post to Blackboard site before 6:00pm April 25

HAVE A NICE SUMMER

Class Policies

NO LATE WORK IS ACCEPTED, except in rare cases of emergency and only with my expressed approval for an extension. Make-up assignments and incompletes will not be given unless there is a documented medical emergency. Failure to complete all parts of the course will result in a failing grade.

Appealing Graded Assignments:
In order to maximize the learning process and to insure careful attention to grade appeals, the following appeals procedure will apply:
Step One: The student will prepare and hand in a statement describing why s/he feels the assignment was mis-graded. Note: This statement would show why the paper or test, as handed in, satisfied the requirements of the assignment better than the grade indicates. It is not an opportunity to submit a new response to the assignment. The appeal statement should be clear, concise, and should include references to the texts, lectures, reserve readings, and specific assignment questions where applicable.
Step Two: Within one week after the graded assignment has been returned to the class, the student submits the appeal statement along with a copy of the graded assignment to me.
Step Three: I will respond to the appeal in writing and return it to the student during class.
Step Four: After reading my response, the student may, if s/he wishes, schedule a meeting with me to discuss the appeal further. At this meeting a final decision will be made.
Note: Any appeals not received within one week after the assignment has been returned will not be considered. Also, I reserve the option of reviewing the entire appealed assignment (and re-grading if it is warranted), including sections not specifically addressed in the student's appeal.

Guidelines For In-Class Team Case Presentations
(Adapted with thanks to Professor Paul Adler)

The client is the relevant manager in the case. Do make sure you identify a specific client, since your action recommendations will need to be ones that this client can implement. In some case studies, it is not obvious who the relevant manager really is, so you must choose carefully and make your choice clear. Your presentation is to the class, and you should think of the class as if we were the client and his/her management team, familiar with the facts and situation in the case. Therefore, you should not waste time repeating the case facts.

Your presentations should include the following elements:

First, a single summary slide on which you very succinctly tell us the main issue, and what you recommend the client do about it. If you only had one slide to summarize your "**take aways,**" this would be it.

Second, an overview of your presentation — the **agenda**.
Start with an insightful diagnosis of the **key problem(s)** facing the client. In some cases, the real issues may be obvious; but it other cases, the issues stated in the case are more like what physicians call "presenting symptoms" and you will have to identify the underlying illness -- their "root causes." There are usually multiple problems. Sometimes you can identify one root cause running through them, which gives coherence and power to your recommendations. Sometimes the client's definition of the problem is wrong, and you have to convince them that the real problem lies elsewhere. Sometimes, the case describes a situation without explicitly identifying any specific issues at all. Developing problem-definition ability is important. Your diagnosis should be argued, not just asserted, using the relevant facts of the case and appropriate analytic tools to support your identification of the root causes.

Third, specify a **strategic plan** that can address the problems facing the organization.
The strategic plan specifies a general "compass heading" you are recommending to your client — the general direction they should follow to solve their problem. It is not a list of things worth doing, but a broad outline of the approach solves the problems. Remember: there are lots of points of view in the client organization (and in the

class) on how to solve its issues, and your job is to convince us that your analysis is the most plausible and your recommended strategy is the most likely to achieve success. The following elements can help:

- Identify between two and four different and plausible **strategy alternatives** for tackling the client's problems. Look for mutually exclusive alternatives, not variants of the same basic idea.
- Analyze the **pros and cons of each alternative**, using a common set of criteria. Many strategic and operational factors are potentially relevant, so you must come up with a well-grounded, focused set of key criteria. These criteria are usually implied by the priorities in the organization's mission and strategy.
- Explain why you believe your preferred alternative is superior to the others. One technique is to weight the relative importance of your criteria, score each alternative on each criterion and calculate an overall score for each alternative. Test your results considering plausible alternative weights and scores.

The details of this deep analysis can go in an Appendix. You will likely show the class only the key conclusions. This kind of analysis is most valuable differentiating between the issues where disagreement would change the final conclusion versus minor issues where disagreement doesn't matter.

Your **implementation plan** should deal with the strategy's hurdles, risks, timing, costs and benefits:

Identify the likely **hurdles** your client will face in pursuing your proposed strategy and explain how your client could overcome them. Identify "points of resistance" and "points of assistance" and discuss how your client could neutralize the former and strengthen the latter.

Identify the **risks** confronting your strategy, how they can be mitigated, and how to deal with them if they do materialize.

Recommend the **timing** of next steps: what needs to be done today, next week, next month, next quarter, and next year – and who should be responsible for these activities.

Consider the **costs** as well as the **benefits** of your plan of action. If you don't have enough information to fully ground your plan in the case data, make plausible assumptions and note the most important ones in your report. The implementation plan often brings to the surface new issues, so you will need to iterate back to your issue-analysis and strategic analysis.

Wrap up with a single **conclusion slide** that reminds the client of your main message.

Presentations will be held to a strict 20 minute time-limit, with up to 5 additional minutes for very relevant video material. This time limit forces you to "peel the onion" — to push your analysis of the case issues to successively deeper levels until you identify the core issues. Presentations usually can analyze a maximum of four alternative solutions, and only one implementation plan. Choose a reasoned plan, that can serve as a starting point for discussion.

NOTE: You can use up to an extra 5 minutes of presentation time for audio and video media if you wish. The media should be relevant to your case analysis, but can also be designed to "liven up" your case presentation. The time used by the media (up to 5 minutes) will not be counted against your 20-minute limit.

Written report

Present your written report in the form of "Talking documents" composed of the Powerpoint Slides, with accompanying Notes, plus whatever Appendices are necessary for backup information and analysis. Where the charts are not self-explanatory, bullet points Notes (not extensive prose) are important. It can help to imagine that your presentation materials circulate after your meeting with the client, and you'd like people who didn't make the meeting to be able to follow your reasoning. Notes should not be your voice-over script and should not be a prose report in disguise: they should simply add, in bullet point form, whatever extra information the reader would need to understand the point of the Slide. Include Appendices that showed any backup analysis you performed or data you collected, such as the details of your decision analysis, or some financial analysis. Provide a copy of your "Talking document" (Slides, Notes, and Appendices) at the beginning of your presentation. If some of your slides are complex, consider bringing enough hard copies for class members to read.

STATEMENT OF ACADEMIC CONDUCT AND SUPPORT SYSTEMS

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or http://scampus.usc.edu). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

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.

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/

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

Emergency Preparations
In case of an emergency if travel to campus is not feasible, the USC Emergency Information web site (http://emergency.usc.edu/) will provide relevant information, such as the electronic means the instructors might use to conduct their lectures through a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.