

**BUAD 497: Strategic Management (4.0 units)**

**Syllabus – Fall 2019**

**Sections:** 15097; TTH, 2-3:50pm, JFF 240  
15100; TTH, 8-9:50am, JFF 240  
**Instructor:** Reza Bavafa, PhD  
**Office:** TBD  
**Office Hours:** TTH 12:30 – 1:40 and by appointment  
**Email:** bavafa@marshall.usc.edu

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**Course Description**

This course introduces the key concepts, tools, and principles of strategy formulation and competitive advantage. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, skills and business judgment managers must use to craft strategies to 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 suppliers, buyers, competitors, the economy, technology, capital markets, the government and global forces and views the external environment as dynamic and characterized by uncertainty. The course draws together and builds on all the ideas, concepts, and theories from your functional courses such as economics, accounting, finance, marketing 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 include selecting competitive strategies, creating and sustaining competitive advantages, defining firm boundaries and allocating critical resources over long periods of time. 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: (ACCT 410x or BUAD 281 or BUAD 305) and BUAD 304 and BUAD 307 and (BUAD215x or BUAD 306) and (BUAD 302 or the former BUAD 302T)  
Corequisite: BUAD 311

**Learning Objectives**

**Theory and Concepts.** BUAD 497 provides the key concepts, tools, and principles of strategy formulation and competitive advantage. The course covers theories for in-depth industry and competitor analysis, for analyzing the impact of various forces (e.g. technological advances, government regulation etc.) on industry competition and evolution and for anticipating and predicting future industry developments. The course also examines the economic underpinnings of competitive advantages and the fundamental conditions that allow firms to create and sustain advantageous strategic positions. The course also covers concepts and theories for corporate strategy decisions such as diversification and vertical integration and global strategy decisions such as international expansion and growth.

**Analytical Skills.** Theoretical concepts are a great aid to understanding, but by themselves are not enough to resolve real business problems. You also need a set of useful analytical tools and skills that can be applied to the data to question and validate the facts and premises assumed in the theories. Some of the tools are quantitative -- analyzing financial statements, calculating the effects of scale and learning on production costs, for example -- while others are more qualitative. Learning how to apply these techniques and when to apply them is a key objective of the course.

The course will offer you experience in conducting a comprehensive strategic analysis of a company. This involves performing an in-depth external analysis of the firm's industry and competitors as well as a thorough internal analysis of the firm's objectives, strategies, competitive advantages and financial performance, identifying the key strategic problems faced by the business, formulating solutions for addressing them and developing an effective implementation plan.

**Critical Thinking Skills.** The course will place a special emphasis on developing your critical thinking skills and enhancing your ability to present a thoughtful critique of others' arguments, analyses and supporting evidence. These skills will also help you to gather information, prepare thoughtful analyses and build compelling arguments.

**Communication Skills.** The best analysis will have little effect if it cannot be communicated to others. Managers must be able to articulate their views coherently and persuasively. Management is a "verbal sport". Perhaps 90% of a typical manager's day is consumed by communication. Time is often scarce. You must learn to make convincing arguments and to make them quickly. This skill takes practice and we will place a special emphasis on it in class through oral presentations and written reports.

**Heuristics.** Much of the knowledge that successful managers use consists of "rules of thumb" about what issues are likely to be important in certain kinds of business situations and about how best to deal with certain problems. These rules of thumb or heuristics, are often implicit in managers' thinking yet they have never bothered to articulate them explicitly. An important goal of this course is to help you build up your set of useful rules of thumb or heuristics for your future managerial careers.

In this course we are as much interested in developing an appreciation for the *art* of management as we are in understanding the *science* of management. Tools alone may make you a good analyst but they will not make you a good strategist. While the ability to master analytical tools and frameworks is essential, ultimate success is more strongly predicated on prescient judgment, entrepreneurial insight, vision, and a willingness to act with conviction.

Upon successful completion of the course, students will have the knowledge and skills to:

1. Explain the fundamental characteristics of a well-conceived strategy and formulate an effective strategy for competitive advantage.
2. Analyze the main structural features of an industry and recommend a strategy that positions a company most favorably in relation to competition.
3. Explain the characteristics of disruptive innovations and recommend a strategy to develop disruptive technologies for competitive advantage.
4. Appraise the resources and capabilities of a firm and explain how they can be leveraged to earn above-average returns.
5. Diagnose a firm's competitive advantage and provide recommendations for creating, enhancing, and sustaining competitive advantages.
6. Analyze the dynamics in competitive rivalry and develop strategies for acting both proactively and defensively.
7. Conduct basic game-theoretic analysis to predict competitive interactions.
8. Describe a firm's corporate strategy, evaluate its effectiveness and recommend vertical and horizontal changes in the boundary of the firm.
9. Describe a firm's global strategy, evaluate its effectiveness and provide recommendations to enhance performance on a global level.

10. Recognize ethical challenges in business situations and develop effective recommendations for addressing them.
11. Formulate an effective corporate social responsibility strategy that addresses pressing societal problems while improving a firm's competitive advantage.
12. Perform a comprehensive strategic analysis of a company, identifying the key problems faced and providing effective solutions and an implementation timeline.
13. Provide a thoughtful critique of others' arguments, analyses and supporting evidence.
14. Communicate your arguments coherently and persuasively.

## **Course Materials**

### **Required course materials**

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

<https://hbsp.harvard.edu/import/645585>

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

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

**3x5 Index Cards.** Please bring a deck of 3x5 index cards to class to record your oral class participation.

### **Optional course materials**

There is **no** required textbook for this course. The only required materials are the cases and readings in the Harvard coursepack. Some students have found that a textbook helps them cement their understanding of the basic concepts of the course. If you want to read more, I recommend the following **optional** textbook: Frank Rothaermel, *Strategic Management*, 4<sup>th</sup> Edition, McGraw-Hill Education, 2018. It is a good textbook that elaborates on many of the concepts discussed in the course.

## **Course Format**

**Case 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 concepts and frameworks. These lectures, however, will be subordinate to the case analysis. Cases provide a natural "test-bed" for theory and provide vivid examples that aid the memory of concepts. While nothing can surpass first-hand personal industry and managerial experience as a basis for decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A set of business cases has been selected on a range of companies from a variety of industry settings. Each case is intended to teach us something specific, yet each can teach us many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "war chest" of analytical tools, skills and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the key strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious "right" answers. Managers must be able to function in situations where the right answer is not known, without falling into the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others are. A popular phrase in case analysis classes is "**There are no right answers, but there are wrong answers.**"

These rationales are offered because the case method may be unfamiliar to some of you and frequently causes initial confusion. There will be many times when I will not reveal my own opinions about a particular issue, and there will be many cases that do not end up neatly packaged with an "answer." You may discover that your preparation "misses" key points of a case, especially at first. This is a normal part of the learning experience.

The quality of your learning experience during our class discussions will be directly determined by: 1) your degree of preparation, active listening, and participation, and 2) your classmates' preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your argument. As 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.** Cases require careful preparation before coming to class. The following is a suggested list of steps to guide your case preparation.

1. Rapidly read the assigned case to gain a general understanding of the industry, the firm and the key strategic issues faced by the firm.
2. Carefully review the case discussion questions provided for the case on Blackboard to learn more about 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.
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. Use these numbers 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.
6. Prepare definitive conclusions before you come to class concerning the problems in the case and the issues raised in the case discussion questions.
7. Bring your detailed notes with you to class to help guide your interventions in the class discussion.

### Course Evaluation

Your course grade will be determined as follows:

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

Class Participation	15%
Quizzes	10%
Midterm Exam	20%
Final Exam	30%
Research Participation	5%

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

Team Final Project Paper and Presentation	<u>20%</u>
	100%

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

Final grades represent how you perform in the class relative to other students. Three items are considered when assigning final grades:

1. Your weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

**Attendance Policy.** Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's participation 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 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.**

**Class Participation (15%).** Because this course relies heavily on case materials, your active contribution to our case discussions is required to ensure the class' success. Each student has a responsibility to participate in class and to enhance the learning experience of all class participants. If you are not comfortable with oral participation, please let me know at the beginning of the semester and I will work with you to help you overcome this barrier.

Your overall class participation will be closely monitored. In grading oral participation, I will look at both the *quality* and *quantity* of your oral contributions. With regard to quality, the dimensions that I look for include:

- *Clarity* – is the comment succinct and understandable?
- *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?

Participation card. To help me track oral participation, students who actively participated in the oral discussion during a class session can turn in a *participation card* at the end of that session. The card should list your name, the date, and a numbered list of your oral contributions during that day's discussion. The participation cards will be used in combination with my own evaluation to determine your participation grade in the course. For this purpose, please purchase a package of 3x5 index cards and bring them to class.

Students will have the opportunity to take the lead in various aspects of class discussions (cold calls). Typically, I will ask one or more students to start the class by answering specific questions such as "If you were the person in charge in this situation, what would you do?" The quality of the contributions made at this time affect a student's participation grade. Comments that demonstrate a lack of adequate preparation will be noted as "negative" course participation.

It is expected that you will make notes while preparing a case for class discussion. Please use the case discussion questions provided for the case on Blackboard to identify the issues that require special attention in the case. Case notes typically include an analysis of the company's financial statements, an identification of the key problems faced by the company, proposed solutions to those problems and an implementation timeline. I expect you to rely on your notes when contributing to the class discussions.

**Quizzes (10%).** I will give five quizzes during the course to test your level of preparation for a case discussion or your understanding of material previously covered. Quizzes will consist of multiple choice, True/False and/or short-essay questions.

**Midterm Exam (20%).** I will give a midterm exam to test your understanding of material previously covered. The exam will consist of multiple-choice, True/False and short answer questions.

**Final Exam (30%).** The final exam will be a two-hour exam and will consist of multiple-choice and True/False questions on course readings and short-essay questions on a new case. The date and time of the final exam is determined by the University. You should attend the exam for your specific section. More detailed instructions will be posted to Blackboard.

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

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

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

➤ **If you experience any group-related problem (e.g. conflict, free-rider etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.**

## **Course Policies**

### **Add/Drop Process**

If you are absent three or more times prior to September 6<sup>th</sup>, 2019, I may ask you to withdraw from the course by that date if you do not notify me prior to your absence. These policies maintain professionalism and ensure a system that is fair to all students.

### **Course Communication: Blackboard**

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

## **Communication and Entertainment Devices**

Laptop and Internet usage is not permitted during class sessions unless otherwise stated by the professor. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication and entertainment during class disrupts the learning environment and is rude to class participants. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

## **Academic Integrity and Conduct**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

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

## **Support Systems**

The following support systems are available to USC students.

### *Diversity at USC*

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

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

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

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

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

(213) 740-5086

### *Bias Assessment Response and Support*

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

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

### *Student Support & Advocacy*

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

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

(213) 821-4710

### *Student Counseling Services (SCS)*

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

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

(213) 740-7711 – 24/7 on call

### *National Suicide Prevention Lifeline*

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

<http://www.suicidepreventionlifeline.org>

1-800-273-8255

### *Relationship & Sexual Violence Prevention Services (RSVP)*

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

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

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

### *Sexual Assault Resource Center*

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

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

### *The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.

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

(213) 740-0776

### *USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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

### *USC Department of Public Safety*

Provides overall safety to the USC community.

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

UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

## **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 your instructor as early in the semester as possible. DSP is located in GFS120 (Grace Ford Salvatori Hall) and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

## **Emergency Preparedness/Course Continuity**

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



**Class Notes Policy**

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. I reserve all rights, including copyright, to my course syllabi, lectures, Powerpoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

## Course Schedule

#	Date	Session Topic and Agenda
<b>Introduction to Strategy</b>		
1	T 8.27	Course Introduction and Overview
2	Th 8.29	Lecture: What is Strategy? (HBS #96608) (CP); Form teams
3	T 9.3	Case: Walmart Stores, Inc. (HBS #707517) (CP)
<b>Industry Analysis</b>		
4	Th 9.5	Lecture: The Five Competitive Forces that Shape Strategy (HBS #R0801E) (CP)
5	T 9.10	Case: Cola Wars Continue: Coke and Pepsi in 2006 (HBS #706447) (CP) Project Proposal due
6	Th 9.12	Case: IBM at the Crossroads (HBS #MH0036 - 2015) (CP)
7	T 9.17	Project Feedback Session
8	Th 9.19	Lecture: Disruptive Technologies: Catching the Wave (HBS #95103) (CP)
9	T 9.24	Case: Kodak and the Digital Revolution (A) (HBS #705448) (CP)
10	Th 9.26	Case: Netflix Inc.: The Second Act – Moving into Streaming (HBS #W16761 - 2016) (CP)
<b>Competitive Advantage</b>		
11	T 10.1	Lecture: Creating Competitive Advantage (HBS #798062) (CP)
12	Th 10.3	Case: Ducati (HBS #701132) (CP)
13	T 10.8	Jetfighter -Value Chain Analysis (ELC)
14	Th 10.10	<b>Midterm Exam</b>
15	T 10.15	<b>Case:</b> Tesla Motors, Inc. (HBS # MH0032 - 2015) (CP)
	Th 10.17	<b>Fall Recess – No Class</b>
16	T 10.22	Case: Airbus vs Boeing (HBS # 707447) (CP) Project working outline due
<b>Competitive Dynamics</b>		
17	Th 10.24	Lecture: Competitor Analysis: Anticipating Competitive Actions (HBS #701120) (CP)
18	T 10.29	Project Feedback Session
19	Th 10.31	Case: Dogfight over Europe: Ryanair (A) (HBS #700115) (CP)
20	T 11.5	Case: Bitter Competition: Holland Sweetener vs. Nutrasweet (A) (HBS#794079) (CP)
<b>Corporate and Global Strategy</b>		
21	Th 11.7	Lecture: Note on Corporate Strategy (HBS #705449) (CP)
22	T 11.12	Case: Walt Disney Co.: The Entertainment King (HBS #701035) (CP)
23	Th 11.14	Case: Haier: Taking a Chinese Company Global (HBS #706401) (CP) Project first final draft due
24	T 11.19	Case: A Dark Horse in the Global Smartphone Market: Huawei's Smartphone Strategy (HBS # IN1324 - 2017)(CP)
25	Th 11.21	Project Feedback Session
<b>Business Ethics and Corporate Social Responsibility</b>		
26	T 11.26	Lecture: Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility (HBS #R0612D) (CP)
	Th 11.28	Thanksgiving Holiday – No Class
27	T 12.3	Final Presentations – Final project paper due
28	Th 12.5	Final Presentations
		Final Exam <ul style="list-style-type: none"> <li>• Section 15097: Thursday, December 12, 2-4 pm</li> <li>• Section 15100: Tuesday, December 17, 4:30-6:30pm</li> </ul>

CP = Harvard Course Pack

## Appendix A. Individual Research Participation

The University of Southern California, of which you are a member, is one of the world's leading research universities. Research universities are distinguished by not just educating students in past knowledge but also by being the primary engine that creates new knowledge for the advancement of society. Research within the Marshall School takes several forms: historical analysis of published records, in-depth interviews, surveys of current business practices, laboratory research etc. As a student member of the University's scholarly community, you have an obligation to contribute to the research mission of the university because you personally benefit from the results of this research in two ways: 1) by learning the latest research findings from leading research scholars in their field and 2) through the reputation by association that you enjoy now as a student and in the future as a graduate. The stronger this reputation becomes over time, the more you personally benefit long after your days as a student. Therefore, there is a mandatory research requirement as part of your education in the Marshall School in this course. You can choose one of two options to fulfill this requirement. Please note that if you do not complete one of these two options, you will lose the points for this part of your grade.

### **Option 1. Participation in Research Studies<sup>1</sup>**

First, you can participate in research studies conducted outside of class by researchers in MOR at Marshall. You will earn ½ credit or 1 credit for each separate study you complete; most sessions are no more than an hour long. You will need to obtain 4 credits during the semester in order to fulfill the research requirement. If you choose this option, please register for an account at <http://marshall-mor.sona-systems.com/> no later than **Friday, September 13, 2019**. Those who do not register or reactivate by this date will be required to complete Option 2 (research papers, see below). After you verify your account, you will need to check the site regularly to find open studies and sign yourself up to participate in them. Sometimes, email announcements are made as well but please do not rely on them. Studies are scheduled throughout the semester, on various days and times. While there are usually enough studies to accommodate all students, it is important that you complete your credits early for your own peace of mind and to make sure you can find all the studies you need. You are not guaranteed an available study spot. As a courtesy to the researcher and other students waiting for spots, please use the online system to cancel your appointment within 8 hours if you cannot make it. To receive full participation credits, you must earn your first credit by **Friday, November 1, 2019**. Your other credits can be earned any time before **Friday, December 6, 2019** (the last day of classes).

#### Please note the following regarding Option 1:

- If you earn your first 3 credits by showing up to ALL of your scheduled sessions, on time, then you will automatically earn your 4th credit "free," as a bonus. That is, the system is "earn three, get one free"-- again, provided that you show up to all the sessions you registered for, as scheduled and on time and are not a no-show for any.
- If you already have a SONA research study account from a past BUAD304 or BUAD497 course, you will still need to email the administrator from the website ([mor.sona@marshall.usc.edu](mailto:mor.sona@marshall.usc.edu)) by **Friday, September 13, 2019** in order to request **account reactivation**. Past credits earned CANNOT be used for current courses. If you see past credits appearing in your profile, you must notify the administrator immediately.
- If you are enrolled in BUAD307 (Marketing), please make sure you 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 the other for credit fulfillment - no exceptions.

### **Option 2. Research Papers**

Your second way to complete the research requirement is to write 3 short, 3-page research papers on topics prearranged with your Instructor. Papers must be turned in by **Friday, December 6, 2019** to your Instructor.

- **Questions about the completion of the research studies (Option 1) should be directed to the administrator [mor.sona@marshall.usc.edu](mailto:mor.sona@marshall.usc.edu).** Please review the SONA FAQs for additional assistance.
- **Option 2 topics should be discussed with your professor (not the administrator).**

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<sup>1</sup> Please note that you must be aged 18 years or older by **Sunday, October 27, 2019** in order to choose Option 1; otherwise, you will need to select Option 2.

**Appendix B. Relationship between Course Learning Goals  
and Marshall's Undergraduate Program Learning Goals**

Marshall Undergraduate Program Learning Goal	Course objectives supporting this goal
<p><b>1. Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators.</b> Specifically, students will:</p> <p>1.1 Understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas.</p> <p>1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	1-14
<p><b>2. Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21<sup>st</sup> century's evolving work and organizational structures.</b></p> <p>2.1 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p> <p>2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p>	1-14
<p><b>3. Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</b> Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communication patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	14
<p><b>4. Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</b> Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	10, 11
<p><b>5. 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.</b> Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	9
<p><b>6. Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</b> Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	1-14