

USC Marshall School of Business

FBE 421 Financial Analysis and Valuation Fall 2020, 4 units

Professor:	Julia Plotts
Office Hours:	See Blackboard for office hours schedule
Zoom Personal	https://usc.zoom.us/j/8141207057
Meeting Room:	Meeting ID: 814 120 7057
Email:	plotts@marshall.usc.edu

This class will be online with synchronous sessions on Tuesdays and Thursdays via USC Zoom link on Blackboard. Section 15325 10am-11:50am PST, Section 15326 12noon-1:50pm PST

COURSE DESCRIPTION

This course develops and uses tools of financial analysis to evaluate the performance and assess the value of companies. Through the use of various cases and examples, the course covers methods for utilizing financial data and applying valuation techniques to make strategic and financial decisions. The course covers valuation methods from both a conceptual and practical framework. It is an applications-oriented course designed to provide a comprehensive set of tools and a conceptual framework for tackling the practical challenges of performance evaluation and business valuation. The course introduces topics such as mergers and acquisitions, private equity and venture capital and the valuation of private companies and leveraged buyout analysis.

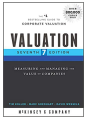
The course covers the theory and practice of financial analysis and valuation. We will consider the key aspects of financial analysis for both performance evaluation and valuation. Our coverage of the material is designed to allow you to become comfortable with the fundamentals so that you may improve your proficiency in participating in future financial and strategic discussions within a company or organization and with external analysts and service providers.

LEARNING OBJECTIVES

By the end of the course, students should be able to:

1. Describe the key aspects of financial analysis for both performance evaluation and valuation.
2. Increase proficiency in the following areas: accounting, finance, strategy, company/industry analysis
3. Utilize and interpret financial data to make decisions about courses of action for a firm.
4. Perform valuations for public and private firms for purposes of fundamental research, strategic analysis, transactions such as an IPO or a merger, or a restructuring.
5. Apply valuation frameworks such as discounted cash flows (DCF) technique, market multiples approach, and transaction-based approaches such as an LBO model.
6. Develop communication strategies for discussing financial analysis and valuation.
7. Understand other valuation issues and special situations such as the challenges of valuing high-growth and private companies, the process of venture capital and early stage financing, and the approach to valuing highly leveraged companies and LBO transactions.
8. Apply valuation in a global context, considering the interplay of international markets, and economic, social and cultural issues.

COURSE MATERIALS



Required Textbook: Valuation: Measuring and Managing the Value of Companies, University Edition (Wiley Finance) 7th Edition by McKinsey & Company Inc., Tim Koller, Marc Goedhart, David Wessels Copyright © 2020 Wiley: ISBN: 978-1-119-61186-8. The 7th edition (University edition) is recommended.

The free eBook can be viewed and downloaded through this link on the USC Libraries ProQuest site: <https://ebookcentral.proquest.com/lib/socal/detail.action?docID=6207783>

Required Cases: Our course pack can be purchased online from HBS Publishing. <https://hbsp.harvard.edu/import/748211>

Index of HBS Cases and Notes:

Notes:

- Solving the Puzzle of the Cash Flow Statement
- Corporate Valuation and Market Multiples
- Primer on Multiples Valuation and Its Use in Private Equity Industry
- Valuation of Late-Stage Companies and Buyouts

Cases:

- Hansson Private Label, Inc. Evaluating and Investment in Expansion **due September 10th**
- Ferrari: The 2015 Initial Public Offering (*discussion case – no deliverable due*)
- Spyder Active Sports—2004 **due October 15th**
- H.J. Heinz M&A **due October 29th**

Course Notes

Slides, handouts and supplemental readings/articles will be posted on Blackboard. 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. 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.

Other Resources

The Wall Street Journal, registration link for free digital subscription: <https://libraries.usc.edu/databases/wall-street-journal>

Prerequisites and/or Recommended Preparation:

Prerequisite: BUAD 215 or BUAD 306. This course assumes knowledge of intro corporate finance and accounting. It will be assumed that students are comfortable with the topics of standard corporate finance texts such as Ross, Westerfield and Jaffe or Brealey & Myers. Please review your basic finance and accounting concepts. The pace and schedule of topics covered in this class does not allow for review of these concepts. Working knowledge of excel is also important.

GRADING

Final grades represent how you perform in the class relative to other students. Historically, the average grade target for this class is a 3.3/4. Three items are considered when assigning final grades: 1) your average 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.

<u>GRADING</u>	<u>% of Grade</u>
TESTS Quizzes (2)	30%
Final Exam	30%
Class Participation	5%
Outside-In Financial Model	5%
Team Case Analysis (3)	<u>30%</u>
TOTAL	100%

Quizzes and Exam

There will be two quizzes and a final exam, which will consist of various multiple choice and short answer theoretical concept and practical valuation questions and problems. The questions will be both quantitative and qualitative in nature and will be based on material presented in lecture, cases and readings.

Students with exam accommodations must present verification letters to me *within the first two weeks of class* - see section below on Students with Disabilities (Disability Services and Programs DSP).

The date/time of the Final Exam is determined by the University. You are required to be present for all exams. Make-up exams will not be administered. If an exam is missed due to a legitimate reason (such as illness), documentation must be provided and we will discuss how to handle the situation.

Team Case Analysis

We will analyze real companies and work through problems by analyzing different scenarios and courses of action. In your analysis of the case studies you should place yourself in the role of the decision maker as you read through the situation and identify the problems and issues. In class we will probe underlying issues, compare different alternatives, and finally, suggest courses of action in light of the objectives of the case.

The cases have been included in the curriculum as a means to provide this self-study and practice in analysis. The case questions are posted in the assignment folder on Blackboard. For many of the HBS cases you will receive supplementary excel spreadsheets and some additional information. You do not need to do outside research for any of the cases.

Please work on your cases in teams of **4-5 students**. Do your best to work through the case utilizing readings and other supporting materials. Seeking assistance or “hints” from the instructor or past students is not authorized. A written case analysis should consist of a **2-4 page** written executive summary using a standard font and font size (such as Times New Roman size 11-12), addressing the case questions with supporting computations and tables in a separate appendix (if relevant). Case grades will be determined relative to the analyses of other groups in the class. Teams may be randomly selected to present their findings on the cases during the class session. The quality of work

product should be reflective of what you would be comfortable presenting to a current or prospective employer. Teams may change composition during the course of the semester. If a set of teammates decides they can no longer work together, they are free to separate. In choosing teammates, please ensure that your teammates' expectations for their performance in this course are consistent with your expectations for yourself. You will be asked to complete a peer evaluation at the end of the semester.

Submission Policy

Your case analysis will be turned in as a written deliverable (PDF memo with supporting excel in exhibits). Only one team member should submit on the due date/time electronically via the Blackboard assignment link. The cover sheet of each written assignment should contain the first and last names of the students submitting the assignment arranged alphabetically. All of the names of the members in the team must appear at the top of the memo to receive credit.

CLASSROOM POLICIES

Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated due to a difference in time zone, attendance and active participation is expected at the synchronous Zoom class sessions.

- Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
- For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions and completing all assignments.
 - Students unable to attend synchronous sessions will be asked to contribute and gain individual participation points through Blackboard Journal entries. The Journal entries will be due on the Monday following the previous week's class sessions at 6pm PST.
 - Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.
- During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom. Please do:
 - Log into class early or promptly.
 - Arrange to attend class where there is a reliable internet connection and without distractions.
 - Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - If you use a virtual background, please keep it respectfully professional.
 - Display both your first and last name during video conferencing and synchronous class meetings.
 - Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - Engage in appropriate tone and language with instructors and classmates.
 - Please try not to:
 - Engage in a simultaneous activity not related to the class.
 - Interact with persons who are not part of the class during the class session.
 - Leave frequently or not be on camera for extended periods of time.
- All Zoom sessions will be recorded and posted on Blackboard.

TECHNOLOGY REQUIREMENTS

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
 - Google Chrome
 - Firefox
 - Internet Explorer (not recommended)
 - Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System** (MarshallTALK)
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “**Help**” link on the upper right.
 - Log in using your Marshall username and password.
(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should try to contribute meaningfully.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

Class Participation—Rating Scale:

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 and discussion/breakout rooms
- 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 and breakout rooms 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

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct at <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Counseling and Mental Health - (213) 740-9355– 24/7 on call

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

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

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

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

<https://studenthealth.usc.edu/sexual-assault/>

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

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

https://usc-advocate.symplicity.com/care_report/

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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.

USC Campus Support and Intervention - (213) 821-4710

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

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu Non-emergency assistance or information.

OTHER INFORMATION

Add/Drop Process

FBE 421 is open enrollment through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the Schedule of Classes (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) will be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

COURSE OUTLINE AND ASSIGNMENTS

Session	Topic	Readings*, Discussion Questions and Deliverables/Exams
<p>Week 1: August 18-20</p>	<p>Course Introduction</p> <p>Value Creation</p>	<p>Chapter 1 Why Value Value?</p> <p>Chapter 2 Finance in a Nutshell</p> <p>Chapter 3 Fundamental Principles of Value Creation</p> <p>Watch video “Creating value: An interactive tutorial” http://tinyurl.com/qd5hdf</p> <p>Watch the first 2 segments (22 minutes): 1) core-of-value principle; 2) conservation of value</p> <p>According to Tim Koller and his discussion about the Core of Value Principle, what is the reason why a large established company might have a low return on capital? What is the primary reason why a small company might have a low return on capital? Is growth always good? In other words, is it generally a good idea for a company to grow its business?</p> <p>Optional review of finance and accounting concepts:</p> <ol style="list-style-type: none"> 1) TVM (8 min.) https://tinyurl.com/kle973q 2) The income statement, revenue, gross profit, operating profit, net income, ROA and ROE. (15 min.) https://tinyurl.com/m9d5xbg
<p>Week 2: August 25-27</p>	<p>Markets and Fundamentals</p>	<p>Chapter 7 The Stock Market is Smarter Than You Think</p> <p>Why do valuation multiples in the U.S. tend to be higher than in most other countries? Explain this difference in U.S. vs. European companies in the same sector.</p> <p>Give two examples of when the stock market deviated from economic fundamentals. What are some ways that corporate managers and investors exploit these deviations?</p> <p>What are the myths surrounding earnings, diversification, company size, market mechanics and value distribution?</p> <p>Chapter 8 Return on Invested Capital (ROIC)</p> <p>What are the five sources of competitive advantage that allow companies to charge a price premium? What are the four sources of competitive advantage that contribute to cost and capital efficiency? Can you identify real world examples of companies with these?</p> <p>Review the empirical data. 1) Identify 3-5 high and low ROIC industries; 2) Identify two industries where the variation in returns is significant; 3) Identify the industries with better stability of ROIC (persistently high return industries) vs. the industries with persistently low returns.</p> <p>Chapter 9 Growth</p> <p>What are the three main components of growth? Rank these components (above average, average and below average) based on amount of value created (per dollar of revenue).</p>

Session	Topic	Readings*, Discussion Questions and Deliverables/Exams
Week 3: September 1 September 3	Financial Statement Analysis	Chapter 13 (skim) Forecasting Performance Read Solving the Puzzle of the Cash Flow Statement (HBS) The cash flow statement is a marriage of two other financial statements: the income statement (which tallies revenues and expenses) and the balance sheet (which records “working capital” accounts, such as receivables and payables). What are the steps in reviewing a statement of cash flow and determining the health of the cash flow machine of a company? What are examples of major “sources” of cash and “uses” of cash? <i>Prep for class by analyzing the Hansson financial performance (ratios) and cash flow statement and calculating the expansion project free cash flow forecast.</i> Outside-In Financial Analysis (see Blackboard for pre-work)
Week 4: September 8-10	Valuing Projects	See Blackboard for Capital Budgeting Review Slides Hansson Private Label Case (HBS) DUE September 10th
Week 5: September 15-17	Core Valuation Techniques	Chapter 11 Reorganizing Financial Statements Chapter 24 (skim) Measuring Performance in Capital-Light Businesses To prepare the financial statements for analyzing economic performance you need to reorganize the statements into: operating items, non-operating items and sources of financing. Review the examples in the chapter: 1) Invested Capital; 2) NOPLAT; 3) Free Cash Flow. What is the definition of ROIC and FCF? What is included in Invested Capital? What is the definition of operating working capital? What are some examples of non-operating assets? Complete the chapter 11 review questions 1-6. See WSJ article 5/3/16 “The Hottest Metric in Finance: ROIC” Provide examples of businesses where value creation would be more effectively measured through the Economic Profit model.
Week 6: September 22-24	Core Valuation Techniques	Quiz 1: September 24th Chapter 10 Frameworks for Valuation Chapter 14 (skim) Continuing Value (terminal value) Chapter 16 (skim) Moving from EV to Value per share
Week 7: September 29- October 1	Core Valuation Techniques	Outside-In Analysis Assignment DUE September 29th Chapter 18 Using Multiples (skim) Read Corporate Valuation and Market Multiples (HBS) Primer on Multiples Valuation and Its Use in Private Equity Industry (HBS) Ferrari IPO Case (HBS) discussion - no deliverable
Week 8: October 6-8	Core Valuation Techniques	Chapter 15 Estimating Cost of Capital <i>Prep for class by estimating the Spyder WACC.</i>

Session	Topic	Readings*, Discussion Questions and Deliverables/Exams
Week 9: October 13-15	Core Valuation Techniques	Spyder Active Sports Case (HBS) DUE October 15th
Week 10: October 20-22	M&A	Quiz 2 October 22nd Chapter 31 Mergers and Acquisitions What is the difference between a strategic buyer and a financial buyer? What are the specific factors that differentiate deals that are successful vs. unsuccessful based on returns to the acquirer's shareholders? Provide examples of the strategic rationale for a value-creating acquisition? Six archetypes are discussed in the chapter. Provide examples of revenue and cost savings synergies.
Week 11: October 27-29	M&A Private Equity	Heinz M&A Case (HBS) DUE October 29th Read "Valuation of Late-Stage Companies & Buyouts" (HBS) What are the characteristics of a strong LBO candidate? What are some examples of LBO exit/monetization strategies for financial sponsors? What are the two primary indicators in an LBO analysis that determine feasibility of a deal to a buyer? Skim the Bain Global PE Report 2020 https://tinyurl.com/ter2eny Review the global buyout value 1996-2018 and identify high and low deal value periods and consider the cause for this change in activity. Review the average EBITDA purchase multiple and average Debt/EBITDA for LBOs over time. Review the median holding period for global buyout-backed investments over time.
Week 12: November 3-5	Venture Capital	See Blackboard for VC reading I. Venture Capital Resources II. Introduction to Venture Capital III. Current Venture Capital Trends IV. Venture Capital Valuation Overview How does a VC firm work? What is the Babe Ruth Effect? Review the calculation for pre-money, post-money valuation and pre-money, post-money shares Review CB Insights Unicorn Tracker https://tinyurl.com/lz9hdfh What are the top 10 (valuation, location and industry)? Chapter 36 High Growth Companies (skim)
Week 13: November 10-12	Special Topic	Review and Wrap-Up
Final Exam Section 15326 Thursday, November 19 11am-1pm Section 15325 Tuesday, November 24 8am-10am		

**All Chapter references are for the Koller text 7/e University Edition.*

OTHER

The material presented and the classroom discussions is not intended to be financial advice to students in connection with any issue(s) they or others may have. If students have a financial matter, they are advised to promptly consult an experienced professional who can fully review the facts and advise them accordingly.

COURSE INSTRUCTOR

Julia Plotts, Professor of Clinical Finance & Business Economics
Academic Director, USC Marshall MS Finance Program

Plotts has been teaching corporate finance and financial analysis and valuation in the EMBA, MBA.PM, IBEAR, MSF and undergraduate programs at USC since 2002. She has received the Golden Apple Award for Teaching Excellence eleven times and the Evan C. Thompson Teaching & Learning Innovation Award for Teaching (2011) and Mentoring (2012) and the Dean's Award for Community (2010). She has led global programs trips to Beijing/Shanghai, Hong Kong, Manila, Singapore, Bangkok and Sydney. She serves as faculty advisor to Trojan Consulting Group, Trojan Investing Society and Smart Women Securities.

Prior to joining the faculty at USC, Plotts worked within the investment-banking group of Banc of America Securities LLC, where she was involved in the execution of mergers and acquisitions, restructuring and capital raising via private/public offerings of equity and debt. She has consulted on shareholder value creation initiatives for a variety of firms. Plotts worked as a lobbyist in the Financial Institutions Group of Davis Polk & Wardwell in New York and was a member of the legislative staff of the United States House of Representatives Committee on Banking and Financial Services, and the Subcommittee on Capital Markets, Securities & Government Sponsored Enterprises during the 104th Congress in Washington, D.C.

Plotts has served as an instructor in the CFA® review program for the CFA Society of Los Angeles and taught as a visitor in the EMBA program at the University of Melbourne, Melbourne Business School. She has authored several teaching case studies and was a contributor to the textbook "Valuation: The Art and Science of Making Strategic Investments."

Plotts is married to Tom, the Chief Financial Officer of EOS Biosciences. They have two children, Thomas (16) and Quincy (14) and live in Torrance. She enjoys playing tennis and serves on the Board of Directors of the Jack Kramer Club in Rolling Hills Estates.