USC Marshall School of Business

MOR 559: STRATEGIC RENEWAL & TRANSFORMATION
FALL 2020
MONDAY
6:30 to 9:30 PM
(Online Only)
3.0 Units

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"How companies anticipate and navigate change in their environments, markets, competitors, and operations, define, to a large extent, how successful those companies will be."

NOTICE

Per USC policy, this class will be entirely online. Synchronous class sessions will be held on Monday 6:30 to 9:30 PM Pacific Time via Zoom.

The Zoom link for this class is posted with your Blackboard course pages on the "Control Panel." To successfully participate in this class, you will need certain minimum technical resources (see Section 11.0).

Please read this syllabus carefully and in its entirety. It your responsibility to be familiar with and knowledgeable of the course design, objectives, required materials, supporting technologies, dates, requirements, grading and assessment processes, assignments, readings and cases and overall course performance expectations.

1.0   COURSE DESCRIPTION

In MOR 559 we explore the complexities and challenges of decline and turnarounds. Emphasis is placed on assessment of situation, resources and capabilities in the early portion of the course and in the latter sessions, leadership and effective utilization of resources and capabilities for turnaround and renewal.

Irrespective of industry dynamics and the level or strength of competition, great products and superior financial performance are the *results* of how a company operates and how well it is led. Sales growth and profitability are manifestations of how a company is managed, formulates its strategies, and utilizes its resources. More importantly, they are the end products of extraordinarily complex interactions among a number of different variables occurring within organizations and between them and their external environments on a continuous basis.

Winning the competitive battles of today is not just about competing better, or having strategies, or using continuous quality and performance improvement programs. It is about competing to be the best and, most importantly, competing differently, faster, and more efficiently.

However, the ability to anticipate change does not necessarily imply that the key to strategic leadership and lasting competitive advantage is to consistently predict the future. Such soothsaying is better left to others and as Peter Drucker noted "…it's pointless to try to predict the future." That's because for many organizations much of the future has already happened and they simply haven't realized it, or is happening and they simply can't see it.

2.0   COURSE OBJECTIVES

MOR 559 is oriented to practical business matters of growth and demise. This course will help you develop skills and thought processes related to strategic change, turnarounds, M&As, company restructurings, and the causes of company and industry decline. At the completion of the course, students will be able to:

559: COURSE OBJECTIVES

1. Learn how-to identify the early warning signs of decline.
2. Provide students with the opportunity to apply the knowledge gained in this course to a variety of cases.
3. Elevate your acumen and proficiency with the tools and methods available to initiate strategic renewal.
4. Develop and apply the skills for managing effective and successful strategic renewal efforts.
5. Advance and develop your critical thinking and analytical skills as applied to course concepts and content.

As a result of this course you will have a better understanding of the symptoms of decline, how-to assess company performance, and how to turnaround a deteriorating company.

3.0   COURSE DESIGN

3.1   USC Required Format

This course is taught in a flipped format. In addition to the course materials that can be found in Blackboard (https://blackboard.usc.edu), this course requires a Course Reader which can be purchased directly by students from HBSP. This course is divided into modules, and each module is intended to cover one or more class session meetings (see Course Calendar). Module activities may include reading assignments, weekly lessons, interactive exercises, homework assignments, Blackboard discussion forums, class sessions, and quizzes or exams. ***It is expected that students will have completed all required activities and assignments before attending their class session each week.***
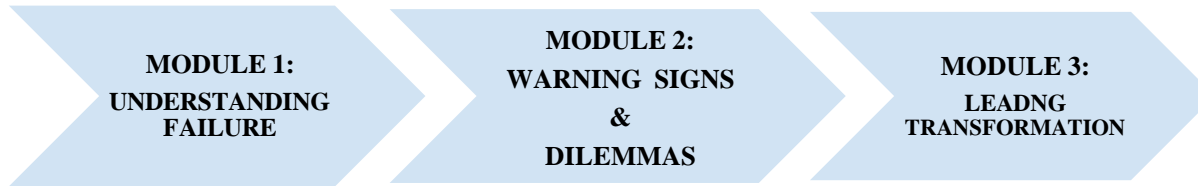
Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes. Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: Zoom Support Tutorials and Section 10.0 herein.

3.2   Course Design

The material in this course originates from and incorporates some of the best academic research and literature available, as well as my 35 years of management consulting experience. As one of USC MOR's "practicing professors," I also have an active portfolio of current consulting clients which helps to ensure that the course design, pedagogy, materials, and subject matter are all relevant and timely. In this class we explore ***TOUGH QUESTIONS*** and we construct ***TOUGHER ANSWERS…***In MOR 559, we ask and address some of the most important management and investor questions:

(1) Why and how do companies fail?
(2) What happened to the once invincible and stalwart companies of Sears, Bausch & Lomb, Enron, Kodak, Chrysler, and Compaq?
(3) What are the causes of company failure and can failure be predicted and avoided?
(4) What intervention strategies and methods are most effective at helping companies either avoid failure, or use to turn certain defeat into sustainable viability, and long term competitiveness?
(5) How do great companies, stay great?
(6) How did companies such as Harley Davidson and IBM come roaring back from the brink of the business abyss?

MOR 559 is organized into four modules…each module builds on prior work to form an integrated course design, and a progressive exposure and application of course concepts, frameworks, analytical methods and turnaround techniques:

MODULE 1: UNDERSTANDING FAILURE	MODULE 2: WARNING SIGNS & DILEMMAS	MODULE 3: LEADNG TRANSFORMATION

Complementing the concepts of course is a specialized project involving the research, diagnosis, analysis and formulation of recommendations for a company that is in distress. Prior 559 classes have distinguished their work by accurately forecasting the demise of companies such as, Lehman Brothers, General Motors, Enron, WorldCom, Chrysler, Borders Books, Sears and Yahoo, *years before* their actual failures, acquisitions, or restructurings. Specific course content by module includes, but is not limited to:

➢ In **Module 1**, we begin with building an understanding of the factors of company stress, indicators of decline and harbingers of demise. In this module, we explore and discuss a number of readings related to:
  (1) Differences and definitions for strategic depression, decline, duress & demise,
  (2) Behavioral characteristics of strategic decline & failure,
  (3) Indicators of strategic stress, decline, duress & demise,
  (4) Industry & company lifecycle positions,
  (5) Competitive strategic dynamics between incumbents versus entrants,
  (6) Understanding and identifying the consequences of strategic failure,
  (7) Understanding the nature and root causes of strategic failure,
  (8) Resources and capabilities of the firm.

➢ In **Module 2,** we explore the methods and frameworks for predicting decline, assessing the severity of decline and developing various prognosis for troubled companies. In this module, we explore and discuss a number of readings related to:
  (1) Diagnosing failure,
  (2) Kotter's Assessment,
  (3) Altman's Z-score methodology,
  (4) Managerial fallacies,
  (5) Mische's 10 Warning Signs of Decay,
  (6) Role of resiliency in strategic failure,
  (7) Restructuring issues,
  (8) Understanding group and cultural dynamics in strategic failure.

➢ In **Module 3,** we learn the essentials of leading turnarounds, including:
  (1) Leadership behaviors and tactics,
  (2) Developing a turnaround prognosis,
  (3) Developing and implementing turnaround plans,
  (4) 90-Day Action Plan,
  (5) Professional ethics in turnarounds,
  (6) Incremental versus episodic change,
  (7) The role of the leader in strategic renewal,
  (8) Understanding & assessing vulnerabilities.
  (9) Understanding and managing the psychological aspects of turnarounds,
  (10) Identifying key assets and human resources in affecting change,
  (11) Measuring turnarounds,
  (12) Assessing & Managing Risk,
  (13) Understanding the social implications of turnarounds and failure.

Team Project. Running concurrently with all four course modules is a team project. For 559 we conduct a team project designed to identify a company in distress. Each team selects a public company that is some stage of decline and then performs an analysis of that company to identify its, problems, issues, limitations, capabilities, etc., and then designs a

turnaround plan for the company. The results of the project are presented in class at the end of the semester. (See Section 7.0)

4.0 REQUIRED COURSE TEXT & MATERIALS

MOR 559 readings, course content and exercises have been carefully selected and structured to support these course and the desired learning outcomes. This course uses a **Harvard Course Reader**. I have selected readings and organized the Course Reader to support the concepts and key learning themes of the course. The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester.

The Course Reader is <u>MANDATORY</u>. I update the Course Reader each semester for new articles and readings that are more "on point" and or more appropriate for the evolving needs of the course. The Course Reader may be purchased and downloaded by pasting the link below into your browser:

https://hbsp.harvard.edu/import/746207

Note, if for some reason, you are having problems accessing the HBSP via the provided link, then change browsers or shut-down your current browser and re-start it and try again using the link above…the link should work.

Throughout the semester, I may also post an occasional ad-hoc reading, or additional information, or content on BB. The intent of these ad-hoc materials is not to increase course loads, but to embellish and advance the learning process and improve your educational experience at Marshall…therefore…read them!

Additional Resources (Not required)
<u>Non-required</u> resources that may be used or referred to in this course can include, but are not limited to:
   a. Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
   b. Poulfelt & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts.* Routledge. (2018). ISBN-978-1-138-12428-8.
   c. USC'S 5-Step Critical Thinking Initiative http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%_20USC-CT%20Problem%20Solving%20Process.pdf
   d. USC's Statement of Ethics https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
   e. AICPA Code of Professional Conduct
   f. http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf
   g. Institute of Management Consultants: http://www.imcusa.org/?page=ETHICSCODE
   h. USC's Final Examination Schedule: https://classes.usc.edu/term-20191/finals/

5.0 PERFORMANCE ASSESSMENT & GRADING

5.1 Grading
Grading will be competitive and rigorous. Not everyone will get an "A" and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or your effort.

Your final grade will be reflective of the points earned by your individual and team performance in the various grading components for this class and your quantitative performance ranking based on your total grade points earned/scored in those grading events as compared to the other students. Thus, your final grade is a reflection of your work and where you rank, in total points, in comparison to other students.

Final grades for this class are not based on any USC mandated GPA target. Historically, the average grade for this class is about a "B+" (3.3 to 3.5). However, each semester and each class are different and there are <u>no guarantees</u> that this class and this semester will perform at, below, or above that historical average.

5.2 Grading Components
This course has four grading components: three exams:
   (1) Midterm Exam;

(2) Final Exam;
(3) a series of Team-based Exercises/Projects and
(4) Class Engagement & Participation.

All course grading components are required of each enrolled student in order to receive a grade. Failure to take an exam may result in a failing grade for the exam.

MOR 559 GRADING CRITERIA

CRITIERIA	POINTS	PERCENT
EXAM- 1	**50**	**25%**
EXAM- 2	**80**	**40%**
ASSIGNMENTS or PROJECT	**40**	**20%**
CONTRIBUTION & PARTICIPATION	**30**	**15%**
TOTAL	200	100%

(Based on schedules, class performance and other factors, I may change the grading criteria, assignments, weightings, etc. subject to our *collective agreement as expressed by a majority vote of the class*.)

Please see the Course Calendar provided herein, which is also posted on BB under "Syllabus," for all weekly assignments, readings, and the planned due-dates of the exams and exercises.

6.0	EXAMINIATION INFORMATION & POLICIES

6.1 Exam Information
  a. **Exams Format & Process**. All exams are multiple choice, open book and open notes. All exams are electronically administered, delivered and graded using Blackboard. Specific instructions are provided for each exam. All students must take the exams for this class.

  b. **Exam Design.** Generally, my exams are organized into three categories of questions:
      i. Course Concepts & Theory,
      ii. Cases & Readings and,
      iii. Applied Reasoning & Critical Thinking.

  c. **Study Guides (SG).** A comprehensive study guide is published ahead of the midterm and final exams. The SG is intended to help you prepare for the key concepts, cases and material that will subject of the examination. What's in the SG is on the exam…simple.

  d. **In-class Review.** Time permitting, I will try to conduct an in-class review on the class immediately preceding the scheduled midterm or final examination.

  e. **Special Final Exam Review.** Time permitting, for final exams, I usually schedule an optional and fully voluntary special review session for the final exam during USC "study days" period. I reserve a classroom and go over the exam material, content, design and cases/readings. Times, date and location are to-be-determined and will be posted on BB.

  f. **Date of Final Exam.** See the USC schedule of final exams for the date of the final exam for this class.

  g. **All Exams are Required.** No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so. As per USC rules, no exceptions to taking the final exam shall be granted unless previously approved, in writing, by the appropriate USC academic unit.

  h. **Make-up Exam.** Make-up exams are subject to prior approval or approval due to technical issues with Blackboard. Make up exams for the midterm must be taken within a ten (10) business day period of the scheduled date. A make-up for the final exam requires special scheduling arrangements.

6.2 Exam Policies

a. **Your Responsibility for Exams**. You are completely responsible for attending the final examination on the date published by USC…please do not ask me for any special consideration unless you specifically satisfy the conditions established by USC for scheduling conflicts, religious observances, illness, hardships, documented emergencies, etc. Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation, the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or testing@usc.edu) for assistance.

b. **Exceptions for Religious Observance Conflicts.** When a final examination is scheduled at a time that conflicts with a student's observance of a holy day, faculty members should accommodate a request for an alternate examination date and time. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date and time. The student and/or professor may reach out to the Office of Religious Life (213-740-6110 or vasoni@usc.edu, Dean of Religious Life) for guidance.

c. **Exceptions for Documented Emergency.** In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the professor about receiving a grade of Incomplete (IN) for the semester. Faculty and students alike should refer to the rules regarding the mark of Incomplete at the time of the request. The Registrar's recommended definition of emergency*: "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience."* Based on this definition, a student may not request an "IN" before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

6.3 Grade & Exam Questions, Issues & Challenges

a. **Grade Questions, Concerns & Challenges.** I will do my best to communicate my expectations for the various assignments as clearly as possible. I am fully responsible for assigning a grade to you based on your performance in the class and I will work very hard to give you the best and fairest grade that I possibly can.

b. **14-Day Challenge Period.** No one and no exam is perfect. If you have questions, issues, or concerns about the grading of any assignment or exam, including your final exam and/or your final grade for the course, then *please* let me know within fourteen (14) days of the date the assignment, or the date of your exam that your grade is returned, or made available to you.

c. **Grade Question & Challenge Procedures.** If you have questions about your grade or exam, all you have to do is write me an email to me within the 14-day challenge period to request a meeting to discuss your questions and grade. In your email you must follow these directions: in the Subject box of your email you must use the following language: "Course #-Days-Grade Question," example: "559-M/W-Grade Question." Failure to use the proper submission format could result in a non-response from me.

7.0   PROJECT ASSIGNMENT INFORMATION

a. **Team Participation.** All students are required to participate on a team project.

b. **Team Project/Team Assignments**. All students are required to participate, contribute and complete team projects and team assignments. All team members receive the same grade for a team project.

c. **Team Self-Assessment. As part of participation and contribution, all students are required to complete and submit a "Team Self-Assessment Form" form at the completion of the semester.** See Section 17.0 herein for the required Assessment Form.

d. **Project Assignment:** See next page for assignment.

CLASS:	MOR 559 "STRATEGIC RENEWAL AND TRANSFORMATION"
TOPIC:	PROJECT TEAM ASSIGNMENT: COMPANY FOCUS
SEMESTER:	FALL 2020

BACKGROUND

One of the major activities associated with the learning objectives in MOR 559 is analyzing an existing company that is in "distress" or is heading into "distress" and designing strategies to help it turnaround. Historically, MOR 559 has identified and predicted major collapses, such as GM, Tribune, Yahoo, American Airlines, Borders and Circuit City. Turnarounds have included such companies as, Audi, Ford, Best Buy, GM, Yahoo and Gap.

For MOR 559, each team selects a public company early in the semester and follows it for the duration of the semester. Teams report on their companies twice: as a grading event during the semester and as part of the final grading process near the end of the semester. We use this format because it allows us to study several different companies in multiple industries and thus, we cover lots of ground. Plus, its more interesting than 50 people studying the same company and answering the same questions.

LEARNING OBJECTIVES & ORGANIZATION

This assignment is designed to link course concepts to a contemporary business that is experiencing distress, duress or failure or has/currently is going through a transformation. It is highly integrative and provides you with significant MBA/Executive latitude in applying course concepts and those concepts from other classes to a real-life company, while providing the structure necessary for effective learning through the application of MOR 559 course material and objectives.

The assignment is composed of the following **three components**:

1. **Teams.** Organize yourselves into teams of 4 to 5 students…no more than 5. Choose your teams wisely because this will be learning team for the entire semester and you and your teammates will be sharing grades for this part of the assignment.
    a. Please give your team a name…like "Trojans" or something like that. Naming the team aids in branding you and your team.
    b. Please provide me with a list of all team members.
    c. Please elect or select a team leader who I can coordinate with…this will the person who will email your assignments and other documents to me.

2. **Company.** Select a publicly traded company that is either in distress, or clearly headed for distress.
    a. Must be publicly traded.
    b. Must have press coverage (the more the better as info is tough)
    c. Should be *relevant* & interesting…a coal mine is not interesting for a Marshall MBA

3. **Analysis.** You and your team will analyze the company using course concepts, tools and methodologies to become turnaround experts and develop meaningful strategic insights and ultimately, a strategy for that company.

REQUIREMENTS & DUE DATES

Situational Set-up. You are highly qualified management consultant and Trojan (or USC prof!) whose firm has been analyzing the strategic position of the company. You will be presenting to the Board of Directors (BoD) of your company, who are considering the problems of the company and its future.

Requirements. As is reflective of a contemplative BoD, there are a series of questions and requirements specific to your company. The BoD has developed a series of **four requirements**, each with specific questions for your team:

1. **Requirement- 1 High-Level Analysis & Statement of Work. Due September 21.**

a. **Required- SOW:** Provide a Statement of Work with a work plan for analyzing the company…tasks & responsibilities and the <u>possible</u> models and frameworks that you believe will be most useful in your analysis of the company and its environment & situation:
    i. Develop & describe your approach to analyze the company.
    ii. Develop the <u>Top 7 to 10 critical questions</u> that you are going to ask about this company's strategy? Think about:
        1. Why are these questions critical?
        2. Where's causality between your questions and the assignment?
        3. Where are the points of integration between the critical thinking and the basic ideas and concepts discussed in MOR 559?
    iii. Identify and discuss your research and data collection methods.
b. **Required- Merit.** Describe why this company is a good candidate to study (academic merit)…that is, what are its problems and issues and how to the problems relate to strategy & the course?
c. **Required Format:** PPT & In-class Discussion.

2. **Requirement- 2: Status Report on your efforts summarizing the strategic position of the company. Due October 12.**
a. **Required – Report.** Prepare and Present a Status Report on your progress (narrative format)
    i. What's completed
    ii. What needs to be completed
    iii. Major accomplishments
    iv. Major issues or problems
    v. Assessment of Team Performance- 1 (See BB for details).
b. **Required Format:** PPT Format with the above five sections.

3. **Requirement 3: Final Report. Due November 2 in the form of In-Class Presentations.**
a. Analyze the Operating <u>Environment</u>: Describe the current economic and business status of your company.
    i. What changed or what is expected to change in the environment that will either help or hinder the company?
    ii. What drove the changes?
b. Analyze the <u>Industry</u>: Describe the industry in terms of buyers, suppliers, substitutes, entrants and rivalries.
c. Analyze the <u>Strategic Position</u>
    i. What is the company's position relative to the 5-Stage Company & Industry life cycle.
d. Generate an initial <u>Analysis-Situational Assessment</u>:
    i. To what extent is your company in trouble?
    ii. If the company is in trouble, then how deep?
    iii. What caused the problems?
    iv. How does the company relate to Kotter's indicators of decline & failure?
    v. What are some of the major resource & capability issues and considerations confronting the company?
e. Required Format: PPT & In-class Discussion.
f. Create the strategy of the company in the context of the industry and assess:
    i. Competitors
    ii. Disruptive Influences
    iii. Resources, Capabilities & Constraints
    iv. Develop conclusions about the strategy & future of the company
        1. Worth saving?
        2. Divestiture?
        3. Carve offs?
        4. Merger?
        5. Bankruptcy Protection?
g. Create a new ***transformational*** strategy for the company.
    i. What are the transformational strategies available to it?
    ii. How will these strategies (or strategy) benefit the company?
    iii. What are the resource requirements to execute the strategic?
    iv. What should the first 100-days of the transformation involve?

        v.   What are the suggested KPIs?
    h. Each team member is to complete the Individual Self-Assessment of Team Performance, in Section 16.0.

GENERAL INSTRCUTIONS FOR ALL REQUIREMENTS
(ALL TEAMS & ALL COMPANIES)

Make sure you address all requirements and questions as per above…no exceptions.

For the final presentation the Week **November 2** please prepare three items:
    a. Present your findings and approach, using your PPT and any other materials, to the class.
    b. You will have 12 minutes to present your approach, followed by a 3 minute Q&A session.
    c. Any student may ask a question or challenge you and your team!

COACHING HINTS & TIPS

This is *integrative* learning. It involves elements of traditional lectures, research & readings and experiential learning As coaching hints, think about the following:

1. Why you are focusing on this company…why is it a good candidate to study?
2. What are the major issues associated with your company's profile and performance?
3. What behaviors, decisions and factors contributed to getting your company into trouble?
4. Why your company is a candidate for strategic renewal?
5. How can I best associate course concepts with the issues and needs of the company?
6. How can my team best go about analyzing and assessing the company and creating responsive work plans?
7. What are the some of the tools and techniques from 559 and other courses that might be used to perform an analysis of the company (cast a wide net for methods, frameworks, models, etc.)?
8. How does this company compare to its peers?
9. If you were brought in as CEO or turnaround artist, how would you do it? What factors would have to consider and overcome? Can you overcome them?
10. In performing this assignment, how do we best optimize the skills and talents of each of our team members?

Sometimes it's easier and more effective to "role play" for these types of assignments. Try to put yourself in the role of a consultant who is chartered with analyzing the company. Or perhaps you might like to role play the part of the client and "think backwards" as a consultant who is thinking like a BoD member of CEO. Point is…experiment and have some fun with this! Here's some final tips to ponder:"

1. Think it through…what got them into trouble and can they be resuscitated and renewed?
2. Do they have the core ingredients for a turnaround?
3. How would Wall Street react? Is there brand value?
4. How would your analysis and recommendations affect market cap?
5. Are there core competencies worth preserving or acquiring?
6. What about competition and industry dynamics?
7. What's the impact of unions and customers?
8. Is the malaise due to mismanagement or is its general industry shift or episodic event?
9. How can your analysis and approach be linked to the readings concepts and content of this course, as well as others?

8.0   RECURRING ASSIGNMENT INFORMATION

There are two types of recurring assignments:

- Recurring Class Assignments
- Special Case Assignments

Recurring class assignments are those assignments that on the Course Calendar. These are typical articles, cases, videos, etc. associated with every class. Special case assignments may be incorporated into the class if client-related projects, data for projects, and other information related is not available.

8.1   Recurring Class Assignment Preparation
a. **Components & Guidelines**
The following applies to all class sessions, except as noted in the Courser Calendar. To help optimize your learning, assignments for each class or module session are composed of four activities:

Activity	Description	Est. Time Commitment
(1) Pre- Class:	Asynchronous preparation	2 hours
(2) During Class:	Synchronous participation	NA
(3) During Breakouts:	Synch-Discuss and develop two questions about the readings and topic	8 to 10 minutes per breakout
(4) Post Breakout:	Synch-Summarize your discussions & present your questions.	5 min presentation by room

b. **Pre-Class Asynchronous**
Asynchronous preparation requires your commitment and dedication to pre-class session learning. Asynchronous exercises involve the following activities:

1. Review the course syllabus and topic for the week/class session.
2. Review the assigned class discussion questions or "Class Pack" posted on BB under "Assignments > Discussion Questions."
3. Read the assigned case and articles.
4. Create notes to capture your thoughts, at a level appropriate, about the reading/case as related to the discussion questions for your use in class discussions.

c. **During- Class Synchronous**
Review the course syllabus and topic for the week/class session.
1. Review the assigned class discussion questions posted on BB under "Assignments > Discussion Questions."
2. Upon assignment, enter your assigned breakout room. The breakout room number corresponds to the question that your chat group is assigned to discuss.
3. Discuss your assigned question. In your discussion, incorporate elements of the lecture, any related videos, and your personal asynchronous learning.
4. Generate notes sufficient to lead a discussion of your question with the full class.
5. Designate a person to lead a discussion of your question with the full class. Breakout room members may contribute.
6. Wrap-up by presenting your two additional discussion questions.

d. **Post Breakout- Class Synchronous**
1. Review your notes.
2. Generate questions for office hours, if necessary.

8.2   Special Assignments
Special case assignments may be incorporated into the class if client-related projects, data for projects, and other information related is not available. If a special assignment is included in the class, the description, instructions, requirements, grading expectations, due dates, formats, etc. will be posted on Blackboard.

9.0	CLASS CONTRIBUTION & 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 is that you and your classmates 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 make an effort to contribute meaningfully. ***Be advised, I may cold-call on you at any time during class…prepare accordingly.***

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.
The evaluating of in-class participation is based on the following:

- *Preparation* – Are you prepared for the class.
- *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?
- *Mindfulness* – Are you efficient and mindful of time that you are using with respect to other students and are not monopolizing or diverting class discussions.

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*.

The maximum points for each in-class session for contribution and participation are earned as follows:
- Two (2) points will be awarded to a student for relevant, insightful and meaningful participation,
- One (1) point for modest (average) contributions to the class and,
- Zero (0) points for no participation or no engagement.

To emphasize the importance of participation, fifteen percent (15%) of the course grade or 30 of 200 points are allocated to class participation.

For any student who does not attend the Zoom session live, you may submit a summary of the class video and two questions about the class material in Word format only not to exceed 200 words as an alternate method of contribution to the class.

The below Class Participation "Behavioral Anchor Rating Scale" is provided for guidance purposes:

Excellent Performance- Two Points per Class
- Initiates information relative to topics discussed
- Is prepared
- 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- One Point per Class
- 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- Zero Points
- Fails to participate even when directly asked
- Is unprepared
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Monopolizes class discussions
- Asks superfluous and non-relevant questions or makes comments not relevant to topic
- Irrelevant discussion

10.0   COMMENTS ON GRADING

10.1   Extra Credit
Due to the number of classes that I teach and the challenges of the on-line environment, there will be no extra credit assignments available this semester.

10.2   General Tips & Comments on Grading Standards for Case Analysis & Written Exercises
Your formal written work will be evaluated based on the course objectives and requirements as provided for each individual assignment. As a general guideline for your use, when assessing and grading your written work and contributions, I generally use multiple criteria and dimensions including, but not limited to:

1. **Hypothesis Driven Problem Solving & Critical Thinking** – Solving complex client problems requires hypothesis driven problem solving skills using abductive, deductive and inductive reasoning methods, as well as critical thinking:

   a. **Causality –** Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?

   b. **Perspective –** Did you establish a context & did you provide perspective for your finding, thought or conclusion…does that context reflect contemplative thinking and does it 'paint a picture' (going above & beyond the obvious correct answer)?

   c. **Application –** Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?

   d. **Relevance** -- Does your work or comment bear on the subject at hand? That is, are you staying within the scope of the assignment or exercise? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)

2. **Associative Thinking/Linkage** – To what extent are your work and comments logical to or with the issue or problem at hand, or scope and objectives of the assignment or project? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the "Medici Effect" in your thinking? Are you effectively applying and/or integrating the course concepts in your problem-solving methods?

3. **Responsiveness** – To what extent is work responsive to the needs of the assignment? Does your work align with and satisfy requirements of the issue or problem at hand, or scope and objectives of the assignment or project? Is your work responsive and compliant to the requirements, scope and objectives of the assignment? Did you follow the instructions and does your work satisfy the directions for the assignment?

4. **Analysis** – Have you employed the proper set of frameworks and analytical methods? Why did you elect to use a certain framework? To what extent have you properly used and applied key course concepts, method and frameworks and those of other disciplines in responding to the assignment or exam? Have you appropriately used or integrated concepts and methods from other courses?

5. **Data -** Have you effectively identified the data required to address your assignment? Have you used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?

6. **Interrogative** – Have you thoroughly investigated/interrogated the issues, situations, problems and dilemmas? Have you used critical thinking and hypothesis-driven problem solving methods in your analysis? Are your solutions supportable and responsive?

11.0 TECHNICAL REQUIREMENTS

The following equipment and system requirements are recommended by USC 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.

12.0 CLASSROOM POLICIES

1. Come to class prepared, stay focused in class, and engage in class discussions. I expect Marshall students to stay current with business issues by accessing CNBC, Bloomberg, Fox Business and other business news services.

2. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

   a. **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.***

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b. 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. 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.

c. In addition, for any student who does not attend the Zoom session live, you may submit a summary of the class video and two questions about the class material in Word format only not to exceed 200 words as an alternate method of contribution to the class.

3. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

   a. Please do:
      i. Log into class early or promptly
      ii. Arrange to attend class where there is a reliable internet connection and without distractions
      iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
      iv. If you use a virtual background, please keep it respectfully professional.
      v. Display both your first and last name during video conferencing and synchronous class meetings.
      vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
      vii. Engage in appropriate tone and language with instructors and classmates.

   b. Please try **not** to:
      i. Engage in a simultaneous activity not related to the class.
      ii. Interact with persons who are not part of the class during the class session.
      iii. Leave frequently or not be on camera for extended periods of time.
      iv. Have other persons or pets in view of the camera.

4. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

5. **Copyrights & Permission.** "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 usual 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."[1]

I UNDERSTAND NOT TO COPY, DISTRIBUTE, REPRODUCE, DISPLAY, DISSEMINATE, PHOTOGRAPH OR REPACKAGE ANY COURSE MATERIALS, INCLUDING RECODRDING OF CLASS VIDEOS, BLACKBOARD POSTINGS, ALL EXAMS, QUIZZES, AND ASSIGNMENTS, IN ANY FORM, INCLUDING ELECTRONIC, VERBAL, TEXTUAL, OR OTHERWISE.

13.0   COURSE NOTES & POSTINGS

My teaching style is direct and therefore, lectures are *critical*. Announcements, key dates, shared information, general feedback, commentary, lecture documents, notes, articles, supplemental course documents are posted on Blackboard (BB).

   a. It is your responsibility and *SOLELY* your responsibility to frequently check Blackboard (BB) for announcements, updates and materials and to also check your email for communications from me and to verify the date, time and location of assignments, exercise, ELC sessions, exams and the final exam.

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[1] https://policy.usc.edu/scampus-part-c/. See also, USC Faculty Announcement, Charles F. Zukoski, Provost & Senior Vice President Academic Affairs, August 2, 2020.

b. **DO NOT rely on posting of notes or Power Point slides.** I rarely use slides in my lectures and I rarely post any slides or notes.

c. DO NOT video tape me, retransmit videos of the class, record me, or transmit, post or stream my likeness, lectures, exams, exercises, notes, slides, assignments, etc., on any media, in any manner, using any technology, including but not limited to electronic or otherwise, unless you have my specific written permission. Lecture material is proprietary to me and is my intellectual property and are for the exclusive use of enrolled USC students.

14.0   ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES

14.1   General Policies

a. **Exams.** Exams are mandatory for all students. Dates for exams are scheduled in Section 13.0 "Course Calendar & Assignments" of this syllabus. If you are unable to take an exam, please let me know ahead of time and we'll coordinate an alternative date and time.

b. **Assignment Submission Policy.** Assignments must be turned in at the posted due date/time. Any assignment turned in late may be subject to an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).

14.2   Make-up Policies

Make-up policies vary by assignment. Please be aware of the following:

a. **Assignments.**

b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions in Section 8.0 herein.

c. **ELC Sessions.** ELC sessions are scheduled far in advance and require the coordination and oversight of USC's ELC's experts and specialists. ELC sessions are unique and therefore, sessions cannot be re-scheduled and therefore, there are no make-up sessions or make-assignments. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.

15.0   ACADEMIC CONDUCT & SUPPORT SYSTEMS

14.1   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.

15.2   Retention of Graded Coursework

Final exams and all other graded work, which affected the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to retain it…no exceptions).

15.3   Student Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
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 and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours –
24/7 on call
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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
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 Support and Advocacy - (213) 821-4710
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.

16.0   COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

See Course Calendar posted on Blackboard under "Syllabus" for the weekly course sessions calendar, topics and assignments.

IMPORTANT!
Please note the topics, subjects, content, exam dates, and weekly assignments are dynamic documents and therefore, are, from time to time, subject to minor updates, adjustments and changes…Check BB for updates!

I will make announcements in class regarding changes and updates to the syllabus, calendar, assignments, exams, grading, etc., but it is also your responsibility to regularly check Black Board (BB) for the formal notifications of updates, instructions, changes, modifications, announcements and other important information.

THANK YOU!
See you in class!
(Course Calendar is also posted separately on BB under Syllabus.)

Session	Date	Day	TITLE	Product #	Author	Source
**MOR 559: FALL 2020 - STRATEGIC RENEWAL - PROF. MICHAEL MISCHE**					
**AUGUST**					
**PART 1.0: UNDERSTANDING THE NATURE OF STRATEGIC FAILURE**					
8/17	1	M	**Introduction & Overview of 559**			
			Prof. Mische Intro.			
			Course Objectives & Expectations			
			Student Performance Assessment			
			Exercises, Assignments, Projects, Grading			
			Exam Schedule & Key Dates			
			Mische Office Hours			
			Team Project Requirement			
			Course Reader:			
			Note: Purchase & download your <u>required</u> course reader from HBSP by pasting this URL into your browser: https://hbsp.harvard.edu/import/746207			
			Understanding Strategic Failure- Part A			
			Readings:			
	1		*Misunderstanding the Nature of Failure*	*CMR-369*	*Rosenweig*	*CR*
	1		*Strategic Decline*	*708497*	*Collins*	*CR*
			Asynchronous Assignment:			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			
8/24	2	M	**Understanding Strategic Failure- Part B**			
			Readings:			
	2		*Why Good Companies Go Bad*	*4320*	*Sull*	*CR*
	2		*The Quest for Resilience*	*4910*	*Hamil*	*CR*
	2		*Failure Chronicles*	*R1104J*	*Rauch*	*CR*
			Asynchronous Assignment:			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			
**PART 2: WARNING SIGNS & MANAGERIAL DILEMMAS**					
8/31	3	M	**Warning Signs- Industry Disruption**			
			Readings:			
	3		*Why Good Managers Choose Poor Strategies.*	*391172*	*Tversky*	*CR*
	3		*Tesla Motors: Will Sparks Fly*	*MH0017*	*Rothaermel*	*CR*
	3		*Disruptive Technologies: Catching the Wave*	*95103*	*Bower*	*CR*
	3		*Leading Change: Why Transformation Efforts Fail*	*1710*	*Kotter*	*CR*
			Asynchronous Assignment:			
			Form Your Project Team- 5 members max.			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			

			SEPTEMBER			
9/2	4		HOLIDAY- NO CLASS			
9/14	5	M	Warning Signs- Behaviors- Part A			
			Readings:			
	5		*Can You Spot the Early Warnings*	*S0503A*	*Anthony*	*CR*
	5		*Lehman Bros. Rise & Fall*	*217041*	*Gibson*	*CR*
	5		*The Opportunities Brought to You by Distress*	*SMR312*	*Lo*	*CR*
	5		*Evolution & Revolution as Organizations Grow*	*98308*	*Greiner*	*CR*
			Supplemental Materials- Optional			
			Video- Lehman Bros (Netflix)			
			Asynchronous Assignment:			
			Form Your Project Team- 5 members max.			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
9/21	6	M	Warning Signs- Leadership- Part B			
			Readings:			
	6		*Enron: Rise & Fall*	*W90C58*	*Moore*	*CR*
	6		*Skilling & Madoff*	*IES233*	*Vaccaro*	*CR*
	6		*Strategies from Learning from Failure*	*R 1104B*	*Edmondson*	*CR*
	6		*The Turnaround at General Electric*	*CU205*	*Harrigan*	*CR*
			Supplemental Materials- Optional			
			Video- The Smartest Guys in the Room (Netflix)			
			Asynchronous Assignment:			
			Finalize Your Project Team- 5 members max.			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			
9/21	6	M	***Due- Project Assignment #1: See, "Assignments"***	***Syllabus Sec. 7.0***	***BB "Assignments"***	
PART 3: LEADING STRATEGIC TRANSFORMATION: TECHNIQUES & METHODS						
9/28	7	M	Turnaround Strategies & Methods- Part A			
			Readings:			
	7		*If You Think Downsizing Might Save Your Company*	*H03MNJ*	*Butler*	
	7		*Harley Davidson (Read this one first!)*	*292082*	*Kester*	*CR*
	7		*Harley Davidson: Chasing New Gen. Customers*	*KEL 742*	*Roese & Kompelia*	*CR*
			Turnarounds in Established Companies- Part B			
			Readings:			
	7		*Picking the Right Transition Strategy*	*R0901C*	*Watkins*	*CR*
	7		*Leading Change: Why Transformation Efforts Fail*	*1710*	*Kotter*	*CR*
	7		*Leadership & Psychology of Turnarounds*	*R0306C*	*Kanter*	*CR*
			Asynchronous Assignment:			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			

OCTOBER						
10/5	**8**	**M**	**Midterm Exam- Blackboard: Mandatory**			*BB*
			Exam Information			
			Study Guide: To be Pubkished Week of 9/28		*Mische*	*BB*
			Format: Mulitple Choice on Blackboard			
			Subjects/Topics on Exam			
			Course Concepts			
			Critical Reasoning & Application of Concepts			
			Asynchronous Cases/Readings:			
	8		*Restructuring at Delphi Corp.Part A only*	*208069*	*Gilson*	*CR*
	8		*McDonalds*	*MH0037*	*Rothaermel*	*CR*
10/12	**9**	**M**	**Turnarounds- Change Readiness- Part A**			
			Readings:			
	9		*Are You Ready for Change*	*7126BC*	*HBSP*	*CR*
	9		*Model Overview: The 90 Days T-Model*	*8191BC*	*Tabrizi*	*CR*
			Turnarounds- Operational- Part B			
			Readings:			
	9		*Achieving Successful Strategic Turnarounds*	*SMR 414*	*Johnson*	*CR*
	9		*Sprint: Turnaround in the US Telecom Industry*	*W63231*	*Young-Oh*	*CR*
			Turnarounds- Bankruptcy- Special Topic- Part C			
			Readings:			
	9		*Gucci Group in 2009*	*709459*	*Yoffie*	*CR*
			Asynchronous Assignment:			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			
10/12	**9**	**M**	***Due- Project Assignment 2: See, "Assignments"***	**Syllabus Sec. 7.0**	**BB "Assignments"**	
10/19	**10**	**M**	**Turnarounds- Hostile Takeovers- Part A**			
			Readings:			
	10		*M&A Legal Context: Hostile Takeovers*	*904005*	*Baldwin*	*CR*
	10		*Keurig: Hostile Takeover Part A*	*918401*	*Marshal*	*CR*
	10		*Keurig: Hostile Takeover Part B*	*918402*	*Marshal*	*CR*
			Turnarounds: M&A- Part B			
			Readings:			
	10		*Before the Merger: Motivations & Objectives*	*BEP036*	*Krug*	*CR*
	10		*How Acquisitions Can Revitalize Companies*	*SMR177*	*Vermeulen*	*CR*
	10		*Best Deal that Gillette Could Get*	*KEL183*	*Stowell*	*CR*
	10		*Mergers & People: Key Factors*	*IES498*	*Martinez*	*CR*
			Asynchronous Assignment:			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			

10/26	11		**Mische's Closing Thoughts on Leading Turnarounds**			
			Readings:			
	11		*Strategic Transformation as the Essential Last Step*	*BH270*	*Pearce*	*CR*
	11		*The Perils & Pitfalls of Leading Change: Young Mgrs. Jorn.*	*KEL768*	*Cates*	*CR*
	11		*Managing the Strategic Dynamics of Integration*	*CMR336*	*Burgelman*	*CR*
	11		*Sprint: Turnaround in the US Telecom Industry*	*W63231*	*Young-Oh*	*CR*
			Asynchronous Assignment:			
			Read Assigned Articles/Cases			
			Review Discussion Questions on BB		*Mische*	*BB*
			Prepare Notes for Class Discussion			
11/2	**12**	**M**	***PROJECT ASSIGNMENT #3 DUE- PROJECTS PRESENTATIONS (Graded)***	***Syllabus Sec. 7.0***	***BB "Assignments"***	
			Each team to present their company research. Time limit is 8 minutes per team, plus 2 mins Q&A. See BB for details.		*Mische*	*BB*
11/9	**13**	**M**	**Course Wrap-up & Review for Final Exam**			
			Final Thoughts on Leading Turnarounds			
			In-class Review Session for Final Exam			
	13		*Strategic Perspective on Bankruptcy*	*407035*	*George*	*CR*
	13		*When a Strategic Plan Includes Bankruptcy*	*BH014*	*Pearce*	*CR*
11/12			**Final Exam Study Guide Posted on BB**		*Mische*	*BB*
TBD	**14**	**M**	**FINAL EXAM: As Scheduled By USC**			
			Exam Information			
			Study Guide: To be Pubkished Week of 11/12			
			Format: Mulitple Choice on Blackboard		*Mische*	*BB*
			Subjects/Topics on Exam			
			Course Concepts			
			Critical Reasoning & Application of Concepts			
			Asynchronous Cases/Readings:			
	14		*The Merger of UCSF Medical Cntr. & Stanford Health Srvs*	*PH1015*	*Madden*	
	14		*Bon- Ton: Caught in the Rain*	*W19184*	*Mehta*	

17.0   TEAM SELF-ASSESSMENT FORM

Rubric for Assessing Group Members: Ability to Participate Effectively as Part of a Team

Rater:_____

Group: _____   Date:_____

Topic:_____

(Circle the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs to Improve (2)	Unacceptable (1)	Missing (0)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Sometimes restates what others say before responding; sometimes interrupts; sometimes asks for others contributions; sometimes makes eye contact.	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; sometimes converses with others when another team member is speaking	Doesn't restate what others say when responding; often interrupts; doesn't ask for contributions from others; is readily distracted; often talks with others when another team member speaks	Never shows up and never contributes.
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejecting	Sometimes listens to others' ideas without interrupting; generally, responds to the ideas	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures	Never shows up and never contributes.
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically, does not complete assignments; typically comes to team sessions without necessary documents and materials	Never shows up and never contributes.
Contribution	Always contributes; quality of contributions is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contributions is fair	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions	Never shows up and never contributes.
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session & each project, keeps team on schedule, leads collaboration. integration of	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for session or project	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team	Never shows up and never contributes.

18.0	EXAMPLE GRADING CRITERIA

EXAMPLE GRADING CRITERIA
(Provided for example and information purposes only.

Understanding of Question & Assignment (25 Pts.)

Do you understand the question and assignment; did you:

- Restate the question properly
- Provide supporting documentation for your analysis of questions & issues
- Effectively articulate why the question is important and relevant given your company's current position
- Did you effectively identify and define the critical issues facing your company and did you properly related those issues to your critical questions?

Depth & Thoroughness of Analytical Approach (40 Pts.)

To what extent was your analysis thorough and useful; did you effectively apply course concepts by performing or articulating:

- Research approach
- Planned use of relevant facts & research sources
- Planned Approach & Work Plan was logical
    - Task Plan
    - Scheduling
- Appreciation for situation, realities and limitations (operational, competitive, financial, shareholder, regulatory, labor, other stakeholders)
- Avoidance of the stated obvious (we know that Ford makes cars and that Toyota is a competitor)
- Relating research and facts to your question, supplementary questions and issues
- Proposed use of analytical techniques and why those techniques are appropriate
- Insightfulness and perspective into the issues, problems and realities facing Ford (what's really happening to this company and why)
- Demonstration of causality with a clear logical path and "results"

Format & Presentation Quality (20 Pts.)

To what extent is your presentation PROFESSIONAL and indicative of executive communication skills:

- Presentation and ES are easy to read, logical and well written
- Analysis and research are documented (no glib statements)
- Material is professional and client ready
- Presentation was delivered well, everyone participated, all team members were introduced and had a role.
- Transitions to new concepts, ideas, and topics were smooth
- Team members were relaxed and accessible
- Q&A was responsive and lively
- "Wow" Factor…"X" Factor…"IT" Factor

Executive Summary (15 Pts.)

- Clear, concise, engaging, meaningful.
- Communicative and appropriate for C-level leadership
- Proper structure, logic, language and readability

TOTAL POINTS (out of 100 possible):	███████

CONVERSION TO LETTER GRADE: ▬▬▬▬

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