ACCT/BUAD 499 – Innovating Risk Solutions in Disruptive Environments

Term:	**Spring 2022**
Time:	**M 6:00 pm – 9:30 pm**
Units:	**4**
Professor:	**Ward Ching**
Office:	**TBD**
Office Phone:	**415.314.9878**
Email:	**wrching@marshall.usc.edu**
Office Hours:	**TBD**

Course Description

Significant disruption caused by new market entrants, novel products and technologies, and unforeseen events, like the 2007-2008 financial crisis and COVID-19, are compelling organizations to react, innovate, and change. Risk management and, in particular, effective risk control and risk transfer mechanisms have never been more critical to these organizations. This course aims to equip students with the skills to think critically about identified and assessed risks and develop innovative solutions to control and transfer those risks. Through case studies, guest lectures, and research students will explore issues such as U.S. policy-maker and semiconductor industry response to supply chain, geopolitical, and geoeconomic risks, repurposing a traditional security product to manage catastrophic risk, and establishing a culture of "radical transparency" to attract, retain, and motivate talent.

Learning Objectives

Upon completion of this course, students should be able to:

1. Identify methods and tools (both common and extraordinary) used to control and transfer risks in a variety of situations;
2. Demonstrate an understanding of how to think *nimbly and creatively* in order to develop innovative and effective risk control and transfer solutions;
3. Draft three memoranda communicating innovative measures to control and/or transfer risks faced in a pandemic, a war for talent, and a strategic transaction; and
4. Develop a report to propose a set of innovative options for controlling and/or transferring a significant risk to senior management.

To achieve these learning objectives, we will use a combination of background reading, films, videos, podcasts, interactive discussion and lecture, guest speakers, and cases.

For how students achieve in this course the Marshall School of Business six undergraduate program learning goals, see Appendix I, and the Leventhal School of Accounting six undergraduate program learning objectives, see Appendix II.

Required Materials

Required materials will be posted to Blackboard. Individual assignments and team assignments will be provided during class sessions or posted to Blackboard.

This syllabus, including the course calendar, may be subject to change.

Prerequisites and/or Recommended Preparation

Although not a formal requirement for this course, regular reading of a general business periodical or newspaper's financial section will aid in your business education. Students can access The Wall Street Journal for free through the USC Libraries. In addition, The Wall Street Journal now offers a daily email feed, the Morning Risk Report. See https://blogs.wsj.com/riskandcompliance/.

In addition, you may want to join a risk management group online. You can find several thoughtful risk management groups through LinkedIn (www.linkedin.com) or the Insurance Thought Leadership group (www.insurancethoughtleadership.com). The Risk & Insurance Management Society (www.rims.org) has an active Los Angeles chapter and provides a variety of resources related to risk management. Reviewing posts relating to risk management from any of these sources can give you a view on the issues that risk management professionals in these industries face on a daily basis.

Course Notes

Course communications will take place through announcements in class, announcements posted to Blackboard, and emails sent through Blackboard. The professor's class presentations will be posted to Blackboard. All students must have a fully operational Blackboard account.

Classroom Policies – Spring 2022

1.   Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from the USC Office of Student Accessibility Services or from Marshall detailing visa or travel restrictions, attendance and active participation are expected in the classroom.

2.   Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.

3. Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

Technology Requirements

Some class sessions of this course will be conducted online. The following equipment and system requirements are recommended to successfully participate in the online portion of this 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 students should see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

For assistance with USC login or other USC systems, students should call +1 (213) 740-5555 or email Consult@usc.edu. They are open Monday – Friday 9:30 am – 5:00 pm and weekends from 8:00 am – 5:00 pm (all Pacific time).

- **Zoom Video Web Conferencing System** (MarshallTALK)

For assistance using Zoom, students should visits the Zoom Support Page. Students 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, students can call +1 (213) 740-3000 Monday – Friday 8:00 am – 6:00 pm (Pacific), email HelpDesk@marshall.usc,edu, or use the self-help service portal as shown below. The portal allows students to get immediate assistance by searching for the information needed. Students can also use it to chat with a technician or input a request. To access the service portal, students should 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 a student's computer does not have Microsoft Word, the Office 365 package is available to students free of charge and allows students to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to five 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, students should log into their student (University) email through a web browser, choose Settings (top right corner), and select software. If students have further questions or need help with the software, students should contact the USC ITS service portal.

Grading Policies

Your relative performance related to contribution and professionalism, the individual student project memoranda, the team project, and the final exam will determine your grade in this class. The weights listed below determine your overall course grade for this class:

Assignments	Points	Weight
Contribution and Professionalism	100	10%
Individual Student Project Memoranda (3)	600	60%
Team Project	200	20%
Final Exam	100	10%
Total	1000	100%

Assignments and Grading Detail

Expectations regarding your performance are as follows:

Contribution and Professionalism

Contribution and professionalism are integral components of this course. Students are required and expected to attend and participate actively in all class sessions. In each circumstance that the student needs to be absent, the student is expected to notify the professor prior to the start of class. Failure to notify the professor results in a reduction of points. If an emergency situation or illness arises, the student should take care of himself or herself or the loved one and notify the professor as soon as practicable.

While contribution and professionalism are not graded based on attendance only, attendance is a prerequisite for receiving a positive contribution and professionalism grade. High-quality contributions and professionalism include, but are not limited to: thoughtfully responding to the professor's prompts; asking questions; answering other students' questions; sharing personal or professional experiences related to course content; actively participating in in-class team exercises; demonstrating respectful and courteous behavior towards class members during class discussions and team exercises; and arriving to class on time.

Given that some sessions of this course will be online, professionalism will also be based on the following netiquette expectations.

Students should:

- Log into class early or promptly.
- Arrange to attend class with a reliable internet connection and without distractions.
- Have cameras on during the synchronous Zoom class sessions. Students should advise the professor if they have circumstances under which they will not be able to meet these expectations.
- Dress respectfully.
- If using a virtual background, keep it respectfully professional.
- Display both your first and last name during synchronous class sessions.
- 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.

Students should not:

- 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.
- Have other persons or pets in view of the camera.

Individual Student Project Memoranda

Details of the Individual Student Project Memoranda will be discussed in class two weeks prior to the due date and the specifics of the assignments will also be posted on Blackboard. The memoranda are intended to help the student examine specific risks and develop innovative solutions to control or transfer those risks. The three memoranda will focus on solutions to a pandemic, the war for talent, and a strategic transaction. Each individual memorandum will be 1,500 words in length. Memoranda may be presented in class. Memoranda grading may allow for revision for higher grades.

Team Project

The Team Project will be introduced in week 1-2 of the class. Depending on the size of the class, equally sized teams will be organized into Industry Verticals. Each Industry Vertical Team will identify a key company to follow and analyze. The objective of the Team Project is to assume the role of a risk analyst identifying a challenging-to-control risk and developing an innovative solution to control or transfer that risk. The intent is for the team to analyze the industry vertical and

company to describe their decision and rationale regarding their choice of a risk control or transfer solution. Each Team will present their project findings and recommendations in class to their class peers at the end of the semester. Each team member must be part of and deliver the oral presentation. A presentation document and power point demonstration document are required. The various teams will work with a teaching assistant to organize, prepare, rehearse, and deliver their project results and recommendations.

Final Exam

The final exam may include multiple-choice questions, short essay questions, long essay questions, exercises, and problems. Preparing for an exam involves dedication and ends only when you can: 1) identify the relevant issues in a given business situation; 2) analyze the data and transform it into information to be used in a comprehensive answer; and 3) explain what you did using techniques demonstrated in class. The best bet for success involves a number of steps. First, do the advanced preparation for each class session. Second, actively contribute to class discussions. Third, ask questions in a real-time manner to solidify your understanding of the material, rather than trying to 'get it' right before the exam.

Course Calendar

The course calendar is set forth below. For a detailed outline of class sessions, see Blackboard. Note this course calendar is subject to change.

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
1	1/10	Course Objectives and What Is Risk?	Syllabus and Outline of Class Sessions; Blackboard Materials	
2	1/24	Risk Management Fundamentals	Blackboard Materials	
3	1/31	Attempting to Control the Uncontrollable Cyber Risk: Bug Bounty Programs, Ethical Hacking, What's Next?	Blackboard Materials	
4	2/7	The Burning Question for the Airlines: To Hedge or Not to Hedge?	Blackboard Materials	Student Project Memorandum Due
5	2/14	The Northridge Earthquake, Hurricane Andrew, and the Birth of the Cat Bond	Blackboard Materials	

6	2/28	2007-2008: Not Only the Financial Crisis, but also the Most Innovative Period Ever in Financial Policy-Making History	Blackboard Materials	
7	3/7	The Break-Up Fee: Smoothing Out Deal Risks	Blackboard Materials	Student Project Memorandum Due 3/11
8	3/21	Trains, Planes, and Automobiles: How Remote Sensing Technology Is Improving Decision-Making	Blackboard Materials	
9	3/28	A Spotted Tiger Resuscitating the Independent Film Industry During COVID	Blackboard Materials	
10	4/4	Modern-Day Indulgences: Carbon Credits	Blackboard Materials	
11	4/11	Growing Cultures in a Petri Dish: The Radical Transparency Experiment	Blackboard Materials	Student Project Memorandum Due
12	4/18	Geopolitics, Geoeconomics, and the Supply Chain: COVID's Lifting the Veil Off the Semiconductor Industry's Risks	Blackboard Materials	
13	4/25	Team Project Presentations		Team Project Presentations in Class
	TBD	Final Exam		

ADDITIONAL INFORMATION

Add/Drop Process

Students may drop via Web Registration to receive a refund at any time prior to **January 28**. Please note that if a student drops after **January 28** the student's STARS report and student record will show a "W" for the class. Students may add the class as space becomes available via Web Registration through **January 28**.

Dates to Remember:

Last day to add classes or drop without a "W":	**January 28**
Last day to change enrollment from P/NP to Letter Grade:	**February 25**
Last day to drop with "W":	**February 25**

Retention of Graded Coursework

All 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. If a graded paper is returned to the student, it is the student's responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless other-wise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping class lectures and discussions is not permitted due to copyright in-fringement regulations. Audio recording is only permitted if approved in advance by the profes-sor. Use of any recorded or distributed material is reserved exclusively for the USC students regis-tered in this class. Exceptions to this policy may be granted to individual students with appropri-ate documentation on a case-by-case basis.

Recordings

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than per-sonal or class-related group study by individuals registered for the class. This restriction on unau-thorized use applies to all information that is distributed or displayed for use in relationship to the class.

Statement on 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 some-one 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" https://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, http://policy.usc.edu/scientific-misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at https://osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osas-frontdesk@usc.edu.

Student Well-Being 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 https://suicidepreventionlifeline.org
Provides 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 https://studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 https://eeotix.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 for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

Office of Student Accessibility Services - (213) 740-0776 https://osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710 https://campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion at USC - (213) 740-2101 https://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 https://dps.usc.edu or
https://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) 442-1200 - 24/7 on call
https://dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) https://ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
https://chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Emergency Preparedness/Course Continuity

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

USC Marshall

School of Business

How ACCT/BUAD 499 Contributes to Student Achievement of
Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
1	**Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators, and decision makers in diverse and rapidly changing business environments.*** Specifically, students will:	1-4
	1.1 Demonstrate the ability to anticipate, identify, and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.	
	1.2 Demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.	
	1.3 Critically analyze concepts, theories, and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others, and translating them to the real world.	
	1.4 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.	
	1.5 Understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas.	
2	**Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.*** Specifically, students will:	1-4
	2.1 Recognize, understand, and analyze the roles, responsibilities, and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.	
	2.2 Understand factors that contribute to effective teamwork including how to elicit, manage, and leverage diverse perspectives and competencies.	
	2.3 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).	
3	**Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts*.** Specifically, students will:	3, 4
	3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.	
	3.2 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.	

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
	3.3 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.	
4	**Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, *and aspire to add value to society.*** Specifically, students will:	**1, 2**
	4.1 Recognize ethical challenges in business situations and assess appropriate courses of action.	
	4.2 Understand professional codes of conduct.	
5	**Our graduates will develop a global business perspective. They will understand how local, regional, and international markets and economic, social, and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace*.** Specifically, students will:	**1-4**
	5.1 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor), and business practices vary across regions of the world.	
	5.2 Understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors.	
6	**Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises*.** Specifically, students will:	**1-4**
	6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.	
	6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.	
	6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor, and labor markets).	
	6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.	

USCLeventhal
School of Accounting

How ACCT/BUAD 499 Contributes to Student Achievement of
Leventhal School of Accounting's Undergraduate Accounting Program
Student Learning Objectives

Objective	Learning Objective		Course Objective Supporting This Goal
OBJECTIVE 1	Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions.	**1 (Moderate)**
OBJECTIVE 2	Research, Analysis and Critical Thinking	Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision-making in the local, regional, and global business environment.	**1-4 (Heavy)**
OBJECTIVE 3	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior, and ethical decision-making.	**1, 2 (Moderate)**
OBJECTIVE 4	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized, and persuasive manner.	**3, 4 (Heavy)**
OBJECTIVE 5	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	**1-4 (Heavy)**
OBJECTIVE 6	Technology	Students will demonstrate an understanding of technology issues and utilize relevant technology tools and applications to gather and evaluate information, analyze and solve problems, work interactively with other people, and develop and present conclusions.	**3, 4 (Moderate)**