

USC Marshall School of Business
MOR 559: STRATEGIC RENEWAL & TRANSFORMATION
FALL 2022
Monday
6:30 to 9:30 PM
August 22 to December 2, 2022
Meets in JKP 102
3.0 Units

Instructor: Michael A. Mische, MBA, MS
Physical Office: Hoffman Hall, 415
Office Hours: Office hours have been posted on Blackboard (Bb), as well as my teaching schedule.
Office hours are also available by appointment only.
Office Phone: 213.740.0728
Mobile Phone: Provided in class.
Email: mische@marshall.usc.edu (*use this email*)

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

COURSE DESCRIPTION

MOR 559 explores the complexities and challenges of organizational decline and turnarounds of for profit and not-for-profit organizations. Emphasis is placed on understanding factors contributing to declining performance, assessing the external environmental situation, understanding the resources and capabilities of the organization and associated limitations and the role of leadership in declines and turnarounds.

Irrespective of industry dynamics the operational results and economic and societal contributions are manifestations of how an organization 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 and contributing to societal advancement are not just about competing better, 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 with an understanding of the larger role of the organization in society. In MOR 559, we ask and address some of the most important management and investor questions:

- (1) Why and how do organizations fail or fail to reach their potential?
- (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 organization failure and can failure be predicted and avoided?
- (4) What intervention strategies and methods are most effective at helping organizations either avoid failure, or use to turn certain defeat into sustainable viability, and long-term competitiveness?
- (5) How do great organizations, agencies and non-profits, stay great?
- (6) How did companies such as Harley Davidson and IBM come roaring back from the brink of the business abyss?
- (7) How do you change a country?

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 and their leaders much of the future has already happened and they simply haven’t realized it, or is happening and they simply can’t see it or acknowledge it. 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.

COURSE OBJECTIVES

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

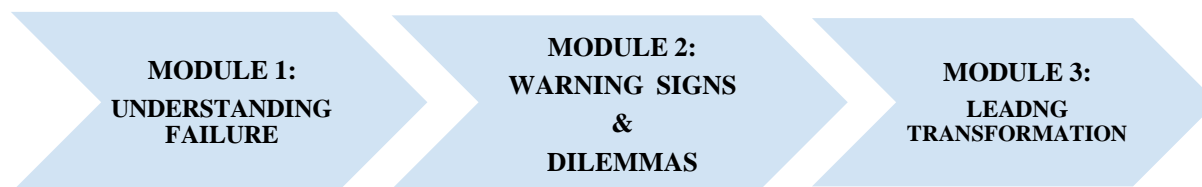
559: COURSE & LEARNING OBJECTIVES

1. Learn how-to identify the early warning signs of decline.
2. Apply the knowledge gained in this course to a variety of cases and team project.
3. Demonstrate acumen and proficiency with the tools and methods available to assess, initiate and manage strategic renewal.
4. Learn and apply the skills for managing effective and successful strategic renewal efforts.
5. Demonstrate critical thinking and analytical skills as applied to course concepts and content and various case and project situations and dilemmas.

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

COURSE DESIGN

MOR 559 is organized into three 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:



Complementing the concepts of course is a specialized project involving the research, diagnosis, analysis and formulation of recommendations for an organization that is in distress. Specific course content by module includes, but is not limited to:

- In **Module 1**, we begin with building an understanding of the factors of organization 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 & organization 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 organizations. In this module, we explore and discuss a number of readings related to:
 - (1) Diagnosing failure,
 - (2) Kotter's Assessment,
 - (3) Managerial fallacies,
 - (4) Mische's 10 Warning Signs of Decay,
 - (5) Role of resiliency in strategic failure,
 - (6) Restructuring issues,
 - (7) 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. For 559 we conduct a team project designed to identify an organization, organization, society or country in distress or an area of great societal need. Each team selects an organization that is in some stage of decline or a societal area needing addressing and then performs an analysis of that organization to identify its, problems, issues, limitations, capabilities, etc., and then designs a turnaround plan for the organization. The results of the project are presented in class at the end of the semester. In past semesters, some of the projects have been forwarded to local governments for consideration.

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 (CR) contains the formal business cases, readings and articles that we will use throughout the semester.

The Course Reader is MANDATORY. 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:

- **Required Course Reader URL:**
<https://hbsp.harvard.edu/import/940545>
- **Optional Text on Case Analysis & Critical Thinking:**
 Mische, Michael A. *CasePro: The Consultant's Critical Thinking Approach to Case Analysis*. Cognella Academic Publishing. (2022)
<https://store.cognella.com/83137-1A-012>

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!

Course Calendar, Weekly Assignments & Assignment Due Dates

This course is designed in modules. The design allows for extreme flexibility in introducing new materials. For compliance purposes, the Course Calendar specifying dates, assignments, exams, schedules, etc. is provided herein. A more user-friendly version, in Excel, is available for your use on **Blackboard > Syllabus > Course Calendar & Assignments**.

Additional Resources (Not required)

Non-required resources that may be used or referred to in this course can include, but are not limited to:

- a. Mische, Michael A. *The Consultant's Critical Thinking Approach to Case Analysis*. Cognella Publishers. (2021). ISBN-978-1-7935-1399-1.
- b. Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
- c. Poulfelt & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts*. Routledge. (2018). ISBN-978-1-138-12428-8.
- d. USC'S 5-Step Critical Thinking Initiative <http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- e. USC's Statement of Ethics https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- f. USC's Final Examination Schedule: <https://classes.usc.edu/term-20223/finals/>

PERFORMANCE ASSESSMENT & GRADING

Grading

Grading will be competitive and rigorous. Not everyone will earn an “A” or “A-” and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or your effort. This is a professional competency class and therefore, is highly competitive class and your final grade is performance and results based.

Your final grade will be reflective of 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. As with all semesters, there may or may not be a curve for final grading. The use of a curve is entirely at the discretion of the instructor.

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 3.4). However, each semester and each class are different and there are no guarantees that this class and this semester will perform at, below, or above that historical average.

Grading Components

This course has **four** grading components:

- (1) Exam 1- Quiz,
- (2) Exam 2- Midterm,
- (3) Exam 3- Final, and
- (4) Project Case Team Assignment.

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

559- GRADE COMPOSITION	
GRADE COMPONENT	WEIGHTING
Exam 1- Quiz	10%
Exam 2- Midterm	25%
Exam 3- Final	35%
Sub-total:	70%
559 Project	30%
Grand Total:	100%

(Based on schedules, class performance and other factors, I may adjust 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. Please watch for any updates to the Course Calendar and dates.

Project Case Team Assignment

In addition to the exams, MOR 559 has a Project Case Team Assignment component as part of your final grade. For this class:

- Students are randomly assigned to teams by the professor.
- Teams are limited to 5 students per team.
- Students are expected to work collegially and collaboratively.
- Teams are provided the opportunity to select and analyze an organization, organization or major social issue as a project case to which they can apply their passions and the concepts, theories and methods of MOR 559.
- Teams are provided individual coaching sessions.
- Teams are also provided a separate, optional coaching session held on a non-class day.
- Individual team performance and contribution is subject to peer assessment by members of the team. In this manner, students experience the process of performing formal performance assessments and also receiving assessments.
- See Team Self-Assessment Rubric for example criteria and explanations.
- Project Case Assignments are team graded and are assessed using multiple criteria.

POLICIES

Exam Information

- a. **Exams Format & Process.** As noted, all exams are multiple choice. 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. **Study Guides (SG).** As noted, 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.
- c. **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.
- d. **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.
- e. **Dates for Exams.** Dates for exams are scheduled in "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. See also the USC schedule of final exams for the date of the final exam for this class.
- f. **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.
- g. **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.

Exam Policies

- a. **Your Responsibility for Exams.** Unless specifically notified in writing, you are required to take all scheduled 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.

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) calendar 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- Grade Question.” Failure to use the proper submission format could result in a non-response from me.

MISCHE’S COACHING TIPS- PREPARING FOR & PERFORMING IN CLASS

Preparing for class is essential to performing in class. Below are some coaching tips to help you prepare for class and performing in class:

<u>Activity</u>	<u>Description</u>	<u>Est. Time Commitment</u>
(1) Pre- Class:	Before class preparation	As needed, per assignment.
(2) During Class:	In-class participation	As incurred.
(3) In-class Breakouts: Reading or Case Discussion Questions		8 to 10 minutes per breakout.
(4) In-class Discussion: Summarize & present your discussions		5-7 min discussion by each team.

a. Pre-Class Preparation

Pre-class preparation requires your commitment and dedication to learning before class. Pre-class activities include:

1. Reviewing the course syllabus and topic for the week/class session.
2. Reviewing the assigned class discussion questions or “Class Pack” posted on BB under “Assignments > Discussion Questions.”
3. Reading the assigned case and articles.
4. Creating personal 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.
5. Developing 3 questions for each reading/case and bring those to class.

b. During Class

1. Come to class, relaxed and ready to participate and contribute.
2. Quickly review the assigned class discussion questions posted on BB under “Assignments > Discussion Questions.”

c. In-class Breakout

1. Upon in-class team discussion assignment, organize your team. Your discussion team number corresponds to the question that your team is assigned to discuss.
2. Discuss your assigned question. In your discussion, incorporate elements of the lecture, any related videos and readings, and apply key course concepts.
3. Generate notes sufficient to lead a discussion of your question with the full class.
4. Designate a person to lead a discussion of your question with the full class. All members may contribute.
5. Wrap-up your team meeting by developing two additional discussion questions.

d. In-class Discussion

1. Review your notes.
2. Lead discussion of your question.
3. Generate questions for follow-up classes or office hours, if necessary.
4. Have fun leading the discussion.

CLASS CONTRIBUTION & PARTICIPATION

Class engagement, contribution and participation are extremely important parts 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. My expectation and those of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class contribution and participation are 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...and I'm open to various methods.

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 example criteria:

- *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 below Class Participation "Behavioral Anchor Rating Scale" is provided for guidance and example purposes:

Excellent Performance

- 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

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

Unacceptable Performance

- Fails to participate even when directly asked
- Is unprepared
- Provides 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
- Engages in or provides irrelevant discussion, comments or insights

COMMENTS & GUIDANCE ON GRADING

GPA Expectations

For this course, you can expect an overall class GPA of **3.4**, therefore, competition for high grades will be very intense. Grading is based on your total score for exams, projects and contribution, which is then ranked highest to lowest to determine your final grade assignment.

General Tips & Comments on Grading Standards for Case Analysis & Written Exercises

Impress me...simple. 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. **Diagnostics & Definition-** Have you properly and accurately diagnosed the case and its dilemmas and problems and have you adequately and clearly described/defined the results of the diagnostic?
 - b. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
 - c. **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)?
 - d. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
 - e. **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?

CLASSROOM POLICIES

1. **In General.** 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. All students are expected to:
 - a. Come to class prepared to discuss the readings and cases.
 - b. Feel free to participate and constructively contribute to all classes at all times.
 - c. Bring your energy.
 - d. Bring your curiosity and questions.
 - e. Participate and contribute when called upon.
2. **In the Classroom.** Class attendance and participation is important in developing a coherent view of the materials covered in the course. In-person attendance involves:
 - a. Being socially responsible and respectful.
 - b. Being present and engaged in the class and not texting or emailing during lectures.
 - c. Not using your cell phones or listening to other material or content using your ear plugs.
 - d. Avoid eating food in class.
 - e. Coming to class on time.
 - f. Acting like a responsible adult and Trojan.
 - g. Be Happy!
3. **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

COURSE NOTES, PPTs & 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.
- b. DO NOT rely on posting of notes or Power Point slides. Do the readings!
- c. DO NOT video tape me, record me or transmit, post or stream my likeness, lectures, exams, exercises assignments, etc., on any media, to anyone else or entity, in any way, using any technology, including but not limited to electronic or otherwise, unless you have my specific written permission. Lecture material and likeness are proprietary to me and are my intellectual and personal property.
- d. Either USC or I will post video content of the lectures for you on BB.

ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES

General Policies

- a. **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 full grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).
- b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions and guidance provided herein.

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.

- c. **ELC Sessions (If Applicable).** 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 there are no make-up sessions or make-up assignments. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.
- d. **Retention of Graded Coursework.** Final exams and all other graded work, which affected your 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 or exam to you, it is your responsibility to retain it...no exceptions).

ACADEMIC CONDUCT & SUPPORT SYSTEMS

Academic Conduct

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

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 osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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 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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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

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 for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

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

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 - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
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
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.

559 TEAM PROJECT ASSIGNMENT

CLASS: MOR 559 “STRATEGIC RENEWAL AND TRANSFORMATION”
TOPIC: PROJECT TEAM ASSIGNMENT
SEMESTER: FALL 2022

BACKGROUND

One of the major activities associated with the learning objectives in MOR 559 is analyzing an existing organization 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.

For MOR 559, each team selects a public organization early in the semester and follows it for the duration of the semester. A public organization can be a publicly traded company, a government agency, a government program, a non-profit, or a major social challenge or issue. The only conditions to selection is that the organization and/or problem must:

- (1) have academic relevancy,
- (2) be meaningful to 559,
- (3) present a valid set of 559 course concept type challenges and issues, and
- (4) have sufficient information available in the public domain from which to perform appropriate research.

Teams are randomly created and project requirements are discussed (9/12). Teams identify and “declare” their organizations of interest and topics early in the semester (9/26), follow their organization and report on their organization and problems as part of the final grading process near the end of the semester present a final report (11/21). We use this format because it provides us the advantage of studying several different organizations and many different issues and thus, we cover lots of ground. Plus, its way more interesting than 50 people studying the same organization 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/MS-executive latitude in applying course concepts and those concepts from other classes to a real-life organization of your choice, 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.** Teams are randomly assigned and organized into groups of 4 to 6 students.
 - a. Once assigned and formed, please give your team a name...like “Trojans” or something like that. Naming the team aids in branding you and your team.
 - b. *Due:* Please provide me with a list of all team members: last name first, first name last in alphabetical order..
 - c. *Due:* Please elect or select a team contact who I can coordinate with...this will be the person who will most communicate with me on team and assignment matters.

2. **Selection & Description.** Select any publicly traded company, government agency, non-profit organization or major social issue that is either in distress, clearly headed for distress, or already a major concern or problem. In selecting your project, please consider the following:
 - a. If a for-profit company, it must be publicly traded.
 - b. For any non-profit, governmental agency or social issue, there must be ample information available in the public domain.
 - c. Must have press coverage (the more the better as info is tough)
 - d. Should be *relevant & interesting*...(a coal mine is not interesting for a Marshall MBA unless we are considering employment, displacement, alt use and sustainability.)
 - e. *Due:* Describe your selection and explain why it is relevant and interesting.

3. **Analysis.** You and your team will analyze the organization using course concepts, tools and methodologies to become turnaround experts and develop meaningful strategic insights and ultimately, a strategy for that organization.
 - a. *Due:* A PPT report on your organization and an in-class presentation. Specific instruction will be posted on BB.

REQUIREMENTS & DUE DATES

Situational Set-up. Visualize that you will be presenting to the Board of Directors (BoD) of your organization, CEO, Board of Trustees (BoT), Cabinet Member (Sec. of HHS, etc., of organization you are studying and who are considering the problems of the organization and its future.

Requirements. As is reflective of contemplative leadership, there are a series of questions and requirements specific to your organization.

1. **Requirement- 1: Team Assignments (Mische). Due 9/12.**
 - a. **Required-**
 - i. Team Name
 - ii. List of Team Members in alphabetical order, last name first, first name last.

2. **Requirement- 2 Description of Project. Due 9/26.**
 - a. **Required-**
 - i. Declare your organization to study.
 - ii. Describe the nature of the problem.
 - iii. Describe why the problem is worthy of study.
 - iv. Develop the Top 7 to 10 critical questions that you are going to ask about the organization and problem(s)? Think about:
 - a. Why are these questions critical?
 - b. Where’s causality between your questions and the assignment?
 - c. Where are the points of integration between the critical thinking and the basic ideas and concepts discussed in MOR 559?
 - v. Identify and discuss your research and data collection methods.
 - b. **Required Format:** Simple PPT & In-class Discussion.

3. **Requirement 3: Final Report. Due November 21 in the form of In-Class Presentations.**

- a. Analyze the Problem: Describe the problem, nature of the problem, severity of the problem and dimensions (how large, how fast is it growing, massification rates, etc.).
- b. Analyze the Operating Environment: Describe the current economic and business status of your organization.
 - i. What changed or what is expected to change in the environment that will either help or hinder the organization?
 - ii. What drove the changes?
- c. Analyze the Strategic Position
 - i. What is the organization's position relative to the 5-Stage Organization & Industry life cycle?
- d. Derive and present a Diagnosis.
 - i. What is the strategic situation of the organization and/or problem?
 - ii. Can the problem and/or organization be "fixed"?
- e. Create a new **transformational** strategy for the organization.
 - i. What are the transformational strategies available to it?
 - ii. How will these strategies (or strategy) benefit the organization?
 - 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?
- f. Each team member is to complete the Individual Self-Assessment of Team Performance.

TEAM SELF-ASSESSMENT FORM- PROVIDED FOR *EXAMPLE PURPOSES ONLY- SUBJECT TO CHANGE*

Example Rubric for Assessing Individual Team Member Contribution, Participation & Collaboration

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	Is willing to lead; in leading is attentive to each member of	Will take lead if group insists; not good at being attentive to	Resists taking on leadership role; in leading allows	May volunteer to lead but does not follow through;	Never shows up and never

	member of the team, articulates outcomes for each session & each project, keeps team on schedule, leads collaboration, integration of	the team, articulates general direction for each session and each project, attempts to keep team on schedule	each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	uneven contributions from team members, is unclear about outcomes or direction, does not make plans for session or project	misses team sessions, does not address outcomes or direction for sessions or projects, team	contributes.
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EXAMPLE GRADING CRITERIA

EXAMPLE GRADING CRITERIA

(Provided for example and information purposes only. Subject to change.)

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 organization's current position
- Did you effectively identify and define the critical issues facing your organization and did you properly relate 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 organization 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:



COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

The Course Calendar specifies the dates, assignments, exams, schedules, etc. A more user-friendly version, in Excel, is available for your use on **Blackboard > “Syllabus > Course Calendar & 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.

MOR 559-96: STRATEGIC RENEWAL					
PROF. MICHAEL MISCHE					
Office: HOH 415					
FALL-2022- M- WEEKLY ASSIGNMENTS & READINGS					
JKP-Room 102					
Updated: 8/27/22					
REQUIRED COURSE MATERIALS					
			Course Reader: HBSP Course Reader		
			https://hbsp.harvard.edu/import/940545		
AUGUST					
Session	Date	Day	TITLE	Product	
PART 1.0: UNDERSTANDING THE NATURE OF STRATEGIC FAILURE					
8/22	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		
8/29	2	M	Understanding Strategic Failure- Part A		
			Readings:		
			The Quest for Resilience	4910	Hamil
			Failure Chronicles	R1104J	Rauch
			Misunderstanding the Nature of Failure	CMR-369	Rosenweig
			Why Good Companies Go Bad	4320	Sull
			Strategies for Learning from Failure	R11048	Edmonson

SEPTEMBER					
9/5			LABOR DAY- NO CLASS		
9/12	3	M	Understanding Strategic Failure- Part B		
			Readings:		
			<i>Case: Enron: Rise & Fall</i>	W90C58	Moore
			Skilling & Madoff	IES233	Vaccaro
			Strategic Decline	708497	Collins
			<i>Video- The Smartest Guys in the Room (Netflix)</i>		
			<i>Projects Discussed</i>	BB	Mische
			<i>Project Teams Assigned (Random Assignment)</i>	BB	Mische
PART 2: WARNING SIGNS & MANAGERIAL DILEMMAS					
9/19	4	M	Survival & Renewal		
			Readings:		
			<i>Case: Harley Davidson</i>	292082	Kester
			The Opportunities Brought to You by Distress	SMR312	Lo
			If You Think Downsizing Might Save Your	H03MNJ	Butler
			Evolution & Revolution as Organizations Grow	98308	Greiner
			<i>Test 1- Quiz- Multiple Choice on BB > Assessments > Tests > Test 1</i>		
9/26	5	M	Organizational & Leadership Pathologies		
			Readings:		
			Why Good Managers Choose Poor Strategies	391172	Tversky
			<i>Video- Lehman Bros (Netflix)</i>		
			<i>Case: Lehman Bros. Rise & Fall</i>	217041	Gibson
			<i>Project Descriptions Due</i>	BB	Teams

OCTOBER					
10/3	6	M	Survival & Renewal		
			CEO Perspectives- Change		
			Readings:		
			Hershey CEO Michele Buck on Empowering	H07109	HBSP
			How Much Change Can a New CEO Demand?	R1701X	Healy
			Picking the Right Transition Strategy	R0901C	Watkins
			Frank Giovannini: Managing Succession to Sustain	421083	Groysberg
			6 Principles to Build Your Company's Strategic Agility	H06K1X	Wade
			<i>Case: The Marvel Way</i>	IN1182	Kim
10/10	7	M	Test 2- Midterm Exam- Multiple Choice on BB > Assessments > Tests > Test 2		
			<i>Midterm exam is multiple choice w/ 40 to 45 questions, w/ calcs, 90 mins., closed book & is electronically timed & administered on BB.</i>		
PART 3: LEADING STRATEGIC TRANSFORMATION: TECHNIQUES & METHODS					
10/17	8	M	Pathologies & Ethical Issues in Transformation		
			Readings:		
			<i>Case: Theranos: How Did a \$9 Billion Health Tech Startup- End Up DOA?</i>	B5971	Bo & Xu
			https://www.usatoday.com/story/money/business		(Optional)
			<i>Video- The Inventor (Amazon)</i>	In-class	Mische
			Strategic Transformation as the Essential Last Step	BH270	Pearce
10/24	9	M	Leading Turnarounds & Hostile Takeovers- P1		
			Readings:		
			Leading Change: Why Transformation Efforts	1710	Kotter
			Leadership & Psychology of Turnarounds	R0306C	Kanter
			Persuade Your Company to Change before its Too Late	S22013	Siren
			<i>Case: Kenrig: Hostile Takeover Part A</i>	918401	Marshal
			<i>Case: Kenrig: Hostile Takeover Part B</i>	918402	Marshal
10/31	10	M	Leading Turnarounds- P2		
			Readings:		
			Are You Ready for Change	7126BC	HBSP
			Model Overview: The 90 Days T-Model	8191BC	Tabrizi
			Achieving Successful Strategic Turnarounds	SMR 414	Johnson
			<i>Case: The Turnaround at General Electric</i>	CU205	Harrigan
			<i>Case: GE Turnaround Management Under 3 Different</i>	W20699	Agnihotri

NOVEMBER					
11/7	11	M	Mergers & Acquisitions- P1		
			Readings:		
			Before the Merger: Motivations & Objectives	BEP036	Krug
			How Acquisitions Can Revitalize Companies	SMR177	Vermeulen
			<i>Case: Best Deal that Gillette Could Get</i>	KEL183	Stowell
11/14	12	M	Mergers & Acquisitions- P2		
			Readings:		
			Mergers & People: Key Factors	IES498	Martinez
			Managing the Strategic Dynamics of Integration (Posted on BB " Assignments > Supplemental Readings")	CMR336	Burgelman
			<i>Case: The Merger of UCSF Medical Cntr. & Stanford Health Svcs</i>	PH1015	Madden
11/21	13	M	PROJECT ASSIGNMENT DUE- PROJECTS		BB
			<i>Presentation of Projects - Instructions will be posted on BB</i>		
11/28	14	M	Course Wrap-up & Review for Final Exam		
			<i>Bring Your Questions to Class</i>		
DECEMBER					
12/12		M	FINAL EXAM: As Scheduled By USC	7-9 PM	On BB
			<i>It is your responsibility to check BB & confirm the final exam date!</i>		
			The Final Exam is mandatory for all students		
			Only valid USC exceptions, needs, etc. will be		
			Multiple choice w/ 40 to 50 questions, electronically		
			See Syllabus for further information regarding final		
			See USC Exam Schedule at: https://classes.usc.edu/term-20223/finals/		