

COURSE SYLLABUS

MOR 559: STRATEGIC RENEWAL

MOR 559: STRATEGIC RENEWAL

PROFESSOR MICHAEL MISCHE

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Date: August 24, 2018

Semester: Fall 2018

Section: 16696

Class Meets: Tuesday

Class Dates: First Class: 08/21/18
Last Class: 11/27/18
Class Time: 6:30-9:30 PM

Class Room: JKP 204

Final Exam: Yes. Date To be Posted by USC

Professor: MICHAEL A. MISCHE
Office: HOH 415 also JKP /JFF Courtyard

Office Phone: 213.740.7540
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Office Hours: *As Posted on Black Board:*

- Before & after class
- By appointment & after class.
- Please feel free to email or text me at any time with any questions, ideas, comments or needs (Texting is better).

Email: mische@marshall.usc.edu

Mobile: Provided in the class

Course Reader: Yes; Required. See Sect. 5.0.
URL: <https://hbsp.harvard.edu/import/562059>

Team Project: Yes. Required.

Professor URL:
<https://www.marshall.usc.edu/personnel/michael-mische>.

1.0 INTRODUCTION TO MOR 559

1.1 Course Description

Welcome to MOR 559: Strategic Renewal & Transformation! 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.

Fraught with intrigue and drama, and enormously challenging, declines and turnarounds are complex. 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.

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

MOR 559: STRATEGIC RENEWAL PROFESSOR MICHAEL MISCHE

KEY TOPICS & SUBJECTS

Company decline, distress, duress & demise

Predicting decline & demise

Stages of decline & demise

Analytical methods & frameworks

Lifecycle stages as related to decline & demise

Intervention techniques & methods

Leadership & decline

Organizational behavior & dynamics in decline

Turnaround plans & measurements

Psychology of decline & failure

Group & cultural factors in decline, failure & turnarounds

Resources & capacities of the firm in decline, failure & turnaround

Social consequences of decline & failure

Cases & simulations

1.2 Professor Introduction

Hello Everyone and WELCOME to MOR 559! Here's a little information about me.

1.2.1 Background

I'm Professor Michael Mische. I'm originally from Pennsylvania, and I have my BS "with honors" in

SELECTED BOOKS & PAPERS BY MISCHE

Books

- *Management Consulting: Professional Practice, Responsibility & Performance.* (January 2019).
- *CasePro: A Structured Approach to Case Analysis.* (Synergy Publishers, 2018)
- *Management Consulting: Today & Tomorrow.* Contributing Author. (Routledge, 2017).
- *Strategic Renewal: Becoming a High-Performance Organization.* (Prentice Hall, 2000).
- *The 21st Century Organization: Reinventing Through Reengineering.* Warren Bennis & Michael Mische. Published in 5 languages. (Jossey-Bass, 1996).
- *Reengineering Systems Integration Success, Volumes 1 & 2,* Editor. (Auerbach, 1997- 1999).
- *Step-by-Step Reengineering: The Comprehensive Guide to Process Change.* (Jossey-Bass, 1996).
- Contributing author to 3 other books (Auerbach) on integration.

Papers

- "A Comparative Survey of Top Twenty MBA Management Consulting Programs."
- "Virtual Medicine: 4th Gen Disruptive Technologies." (Under Review, 2108)
- "Ethics in Management Consulting: Perspectives & Applications" (Under Review, 2018).
- "Why Transactions Fail: Lessons from Due Diligence & The C-Suite," (SCG, 2014).
- "Federal Tax Implications of Unclaimed Property," (TAF, 2014).
- "Innovation and Funding in the Medical Device Industry." (SCG, 2014).
- "Prime Bank Notes, BGs, & Historical Bonds: Fraud, Fantasy & Facts." (SCG, 2014).
- "Alternative Asset Class Investments: The Case for Classic Cars." (SCG, 2013).
- "The Contagion Effect of Greek Default & It's Impact on the Eurozone: A Working Paper," (2011, 2013).
- "Innovation: The Engine of Strategic Renewal." (Accenture, 1996).

economics and finance and MBA in finance from NYU's Stern School of Business in finance and economics and an MS in federal taxation, from Golden Gate University. I began my career as an industry analyst intern on Wall Street for non-ferrous metals, but my heart was always as a consultant and teacher.

As a former consulting partner in KPMG, principal in AT Kearney, and CEO of a consulting firm, I teach MOR 559, as well as all of my classes, from a pragmatic perspective that stresses using critical thinking for delivering cogent and responsive solutions for strategic and competitive advantage and optimal monetization. I joined Marshall in 1997 and have been teaching continuously since in various capacities. I bring over 35 years of experience into the classroom.

1.2 Philosophy & Pedagogy.

Philosophically, I use a *Socratic* teaching method that integrates case learning with lots of personal story-telling of real-life examples for the transferring of tacit knowledge. Using a custom designed course reader, I teach the material necessary to transfer explicit academic knowledge. I believe that the combination of these methods is the best method for helping to position you to compete successfully as a professional executive and decision-maker. My teaching style is direct, fluid, and purposeful. There is nothing more satisfying to me than to see you engaged, excited and highly successful in this class, and in your career. I am open and welcome the rigorous interrogation of facts and data, constructive and positive debate, challenging questions, lots of discussion,

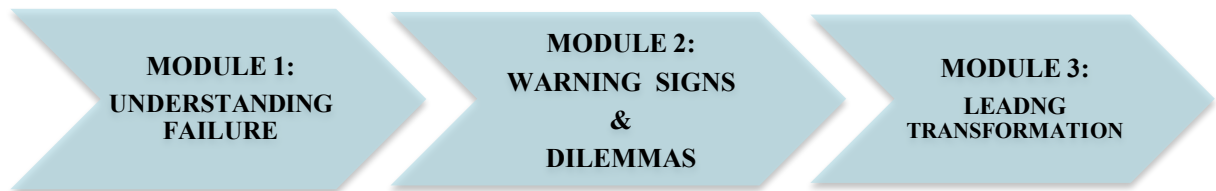
and collaborative learning. Please always feel free to reach out to me on any matters concerning the course, grades, performance, resumes, and your career. You have my cell #. For more info about me, please check-out the USC website: <https://www.marshall.usc.edu/personnel/michael-mische>.

2.0 COURSE DESIGN, CONTENT & SUBJECT MATTER

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 corporate abyss, and how do companies like Toyota and Samsung manage to stay on top?
- (7) What is the role of leadership in failure & turnaround?
- (8) How do organizational dynamics change during failure & turnaround?
- (9) What change processes are most sustainable?
- (10) What are the social consequences of failure?
- (11) Is any organization "Too big to fail?"

To help us explore these questions and other strategic turnaround issues, 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:



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 9.0.)

3.0 LEARNING OBJECTIVES & EXPECTED OUTCOMES

MOR 559 is oriented to practical business matters of growth and demise. In MOR 559, students are **expected and required to participate in class**. Learning teams, videos, cases, client projects, individual assignments, formal cases, and a course reader may all be used in various forms to facilitate your development and transfer the appropriate knowledge.

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, you should be able to:

1. Demonstrate your knowledge of identifying and assessing the symptoms of decline.
2. Demonstrate your knowledge of the causes of decline and business failure.

3. Demonstrate your proficiency with the tools and methods available to initiate strategic renewal.
4. Express and present the skills for managing effective and successful strategic renewal efforts.
5. Demonstrate your critical thinking and analytical skills as applied to course concepts and content.
6. Enable you to demonstrate an understanding the basic concepts related to turnarounds.
7. Position you to better demonstrate your understanding of strategy and management thinking.

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

4.0 COURSE COMPONENTS

MOR 559 is composed of **six course components**. Each component is designed to support your learning experience. Collectively, the components support the particular objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 559. Specifically:

1. **Classroom Component.** This is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking, analytical skills, management acumen and communication talents. Come to class ready to work, participate, contribute, compete and have fun. Classes are similar to any business or boardroom, they are direct and facilitative and provide a forum to challenge the professor, your classmates and most importantly, yourself...BE ENGAGED IN CLASS! Class time is important...most of what you will learn is class-based, which involves collaborative problem solving and active contribution. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.
2. **Readings & Cases Component.** The readings for this course have been carefully selected and represent a broad spectrum of ideas, concepts, research, and professional perspective. Assigned readings are important as they either “set the stage,” reinforce concepts, or provide a different perspective to the lectures. We will discuss assigned readings and or aspects of the individual projects during designated classes. The readings and discussions provide us the opportunity to learn, practice, hone our perceptions, advance our analytical abilities, and to learn directly and vicariously from others’ situations and each other. It is essential that you procure the proper course reader and do the readings.
3. **Turnaround Project, ELC, Team Participation & Contribution Component.** Teamwork in modern organizations is essential. Learning how to function as an effective team member and leader are prerequisites to management level positions in any firm. Your functioning and contributions to the efforts of your team are essential components of your development as a future leader of organizations. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective collaborative member. More importantly, learning how to create, manage, and sustain collaborative teams are important management problem solving skills. Your active participation and contribution to your team project is critical to the success of your project, which is a component of your final grade. (See Section 9.0 for more info on the Turnaround Project and ELC components).

4. Intellectual Component. This component focuses your cognitive and decision making abilities. The intellectual component includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. As indicated, in this class we will focus on 4 dimensions of learning, knowledge transfer and skill development:
 - a. **Factual Knowledge** is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.
 - b. **Conceptual Knowledge** is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
 - c. **Procedural Knowledge** refers to information or knowledge that helps students to do something specific to a discipline, subject and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
 - d. **Metacognitive Knowledge** is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.
5. Office Hours & Support Component. I love teaching and ‘creating’ management consultants...nothing is more rewarding than to see my students successful. I’m here to support your efforts, assist you in understanding course content, and facilitate your success in this class.
 - a. My office is located in Hoffman Hall (HOH) Room 415.
 - b. My office hours are posted on BB and on my door.
 - c. I am here to help make you successful and I take that responsibility and commitment seriously:
 - i. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful.
 - ii. I’ll do my best to be responsive, communicative and facilitative and to help you succeed in this course and in securing employment or your career.
 - iii. Always feel free to text or call on my cell at any time.
 - d. I’m here (on campus) over 40 hours a week. I’ve published both my office hours and teaching schedule on BB for you...please always feel free to come to one of classes.
6. Mentoring Component. Reach out to me at any time! Come visit me during office hours or at “Coffee with Mische.” I am also readily accessible via text messaging. I prefer texting to emails simply due to the volume of emails that I receive. I usually respond to texts in relatively short order.

5.0 REQUIRED MATERIALS

MOR 559 uses a **Harvard Course Reader/Coursepack**. I have carefully selected readings and organized the Course Reader that best support the concepts and key themes of MOR 559. The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester.

The Course Reader is **MANDATORY**. You will not be successful in this class without the Course Reader. Each semester, 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 can be purchased and downloaded by pasting the link below into your browser:

REQUIRED COURSE READER
<https://hbsp.harvard.edu/import/562059>

(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 then re-start it and try again using the link above...the link should work).

I will also post an occasional ad-hoc reading 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!

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

- **USC’S 5-Step Critical Thinking Initiative**
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- *USC’s Statement of Ethics*
https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- **AICPA Code of Professional Conduct**
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- **Institute of Management Consultants Code of Ethics**
<http://www.imcusa.org/?page=ETHICSCODE>
- **USC’s Final Examination Schedule**
<https://classes.usc.edu/term-20183/finals/>
- Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.

6.0 COURSE EXPECTATIONS

6.1 Summary of My Expectations

Do the work! No excuses! You worked hard to get here and you are paying big bucks for this class.

Please let me be clear, 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 and other business news services.

6.2 Mische's Rules to Help You Succeed in My Class!

Here's a few tips on how to be successful in this class:

1. **Texting & Emailing.** There's no need to be texting or emailing in this class. Please don't text or email in class. It's incredibly distracting to faculty and to others and frankly it's...rude. If you must text, kindly remove yourself from the classroom and do so outside. If I find that the texting or emailing is a distraction to our collective efforts, I will ask you to leave....no negotiation necessary. Stay focused!
2. **Preparation.** Preparation is essential to success. I expect you to be prepared for each class and come prepared to participate, contribute and learn. Furthermore, as Marshall degree candidates you are expected to meet and satisfy all due dates and deadlines. Do the work...take the initiative.
3. **Participation.** This is a highly interactive course, which is reflective of the realities and the demands of managing complex organizations. Executives must communicate with their organizations, customers and clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
 - The quality of your learning experience during our class discussions will be directly determined by three factors:
 - (1) your degree of preparation, active listening, and participation,
 - (2) your classmates' preparation, listening, and participation, and
 - (3) my teaching effectiveness.

Let's do our best to ensure that effective learning has been achieved and that the relevant knowledge has been transferred.

4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive one another. Do your work, be prepared. Take pride in your work. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. Make every second count for something meaningful. Get involved, debate, challenge, argue, take sides, be passionate and be resolute and always *COMPETE*...but remember that each of us is part of USC and therefore members of the Trojan Family and Trojans are *winners!!!*
5. **Focus.** During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc., that is assigned. This would include not reading the DT, engaging in side conversations, working on another class, checking your texts, etc. Focusing requires energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. *Stay in the moment!*

6. **Punctual.** Everyone at some time might be a little late or miss a class. As Marshall degree candidates, USC expects you to be responsible and let faculty know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. As lectures are important, excessive absences (more than three) could adversely affect your final grade in the course. *You worked hard to get to USC...come to class on time and ready to work!*
7. **Attendance. Be engaged in the class.** Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's course contribution grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. *You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.*
8. **Relax.** You've worked hard to get here, so enjoy the learning experience that is unique to Marshall and USC. Put effort into your learning, take the class seriously, and do the work. If you achieve those objectives, then you should do well in the class. More importantly, the material that you learn in this class is valuable to your career and professional development.
9. **Hey Mische!** I want you to know that I take your commitment to USC, your degree and your professional and personal development very seriously. *I want you to succeed!* I want you to excel and just absolutely shred the class and the material. The results of my work are measured in years after you take the class. Please know that I am available to help you in any way that I can. *My door is always open.* I've been around, been through it and I am here to help.
 - If you need career advice, or would like me to review your resume, or help prep you for an interview...*come see me!*
 - If need a recommendation and have done the work in the class...*come see me!*
 - If you are having problems with the material or grades...*come see me!*
 - If you are having issues with me, or my teaching style... *come see me!*

NOTE! If I am not available or around, or if you feel a compelling need to confidentially discuss matters related to the course, your individual learning experience, or my teaching with someone other than me, then please feel free to contact Professor Peer Fiss, Chair of the MOR Dept. We are here to help you succeed!

7.0 COURSE NOTES & POSTINGS

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

- **It is your responsibility and *SOLELY & SINGULARLY* your responsibility to frequently check Blackboard (BB) for updates and materials and to also check your email for communications from me.**

WARNING!

PLEASE DO NOT RELY on PowerPoint SLIDES or LECTURE NOTE POSTINGS ON BB!

I rarely use slides and I rarely post slides and lecture notes on BB. I do not need, nor do I rely on slides or extensive lecture notes. I am an expert in this material. I *lecture, coach* and *teach* in the classroom and most of what you will learn will be from the classroom lectures and my 35+ years of experience, as well as our collective interactions and collaborations...not slides and notes posted on Blackboard.

- If you miss class sessions/lectures, then I recommend that you try to arrange to get the appropriate notes from a fellow classmate...please do not ask me for the notes as I do not have any.
- If there are multiple sections of MOR 559 (usually there are) and you miss your regular class session then feel free to attend the other MOR 559 class as I try to keep the class sessions in synch.

8.0 GRADING COMPOSITION, CRITERIA & PERFORMANCE ASSESSMENT

8.1 Grading Composition

Please be assured that I take grading very seriously and will work hard to grade you as thoroughly, fairly and as accurately as I possibly can.

I recognize that your work and grade are reflective of many factors. For this course, your grade will be based on a combination of **FIVE** grading events: (1) **Midterm Exam**, (2) **Final Exam**, (3) **Project** (presentation(s)), (4) **Team Assignments**, and (5) **Individual Contribution**. Your final grade will be reflective of your individual and team performance in the grading events ***and*** your relative performance ranking in terms of total grade points earned/scored in those assessment events as compared to the other students. Thus, your final grade is a reflection of your work and where you work ranks in comparison to other students, and the grade splits (A to A- to B+ to B, etc.) from highest to lowest established for your class. Grading for exams and papers is done by USC Student ID only.

Your final grade is **not** based on a mandated GPA curve or target. Your final grade is based entirely on your individual performance, the performance of the class as a whole, and your relative performance as compared to the other students. Historically, the average grade for this class is about a “B+” (3.3 to 3.4), however, there is no guarantee that this class and semester will perform at, below or above that historical average. The performance assessment criteria and the grading composition for this class is as follows:

MOR 559 - GRADING CRITERIA & COMPOSITION

<u>Grade CRITERIA</u>	<u>Weighting / Composition</u>
1). Mid-Term Exam:	25% (Individual based grade)
2). Turnaround Project:	25% (Team based grade)*
3). Final Exam:	30% (Individual based grade)
4). Team Assignments (ELC, Cases):	10% (Peer Evaluation incld.)*
5). Individual Contribution:	10% (Self-evaluation)*
Total:	100%

(* See Section 13.0 for assessment descriptions & example of forms)

(Please note that I reserve the right to change the grading criteria, composition and/or weightings based on class performance **and** subject to our collective agreement and vote.)

As this is USC Marshall, grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and encouraged, may not always be indicative of the final grade and or your effort. Do your best! Compete hard and fairly for the best grade that you can possibly earn. Don’t worry about the other students...concentrate on your own learning and contributions to the class.

8.2 General Grading Standards & Criteria

Do the work! You are here to learn and gain the necessary knowledge and skills to be successful in business...do the work to get better! Marshall degree candidates are expected to perform at the highest levels. I take grading and your grade seriously! Your work will be evaluated based on the objectives of MOR 559 and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use a number of criteria and dimensions. As a general guideline, below please some examples of considerations that go into grading, including, but not limited to:

1. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
2. **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)?
3. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
4. **Relevance** -- Does your work or comment bear on the subject at hand? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
5. **Associative Thinking/Linkage** – To what extent are your work and comments logical antecedents or consequences of a particular argument traced out? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “*Medici Effect*” in your thinking.
6. **Responsiveness** – To what extent does your work or comment react in an important way to what someone else has said, the issue or problem at hand, or scope and objectives of the assignment or project?

7. **Analysis** – Have you employed the proper set of frameworks and analytical methods?
8. **Evidence** - Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
9. **Correct Answers & Exam Results** – Did you answer the exam questions correctly? How did you do compare to the other students in the class? What is your grade score or ranking relative to other students? Did you improve or digress in your exam performance?
10. **Hypothesis Driven Problem Solving & Critical Thinking** – As a management consultant, I stress hypothesis driven problem solving using abductive, deductive and inductive problem solving methods, as well as critical thinking. For example, “Are you thinking critically?” “Are you interrogating issues and facts?” “Does your thinking reflect the attributes of USC’s **5-step USC-CT?**” “Have you applied and demonstrated USC-CT in your analysis and formulations?” (See posting on BB).
11. **Engaged** – Did you come to class ON TIME and did you CONTRIBUTE?
12. **Compliance** – Is your work responsive to the requirements and scope and objectives of the assignment?

I will do my best to make my expectations for the various assignments and exams as clear as possible and to evaluate them as fairly and objectively as I possibly can.

8.3 Team/Peer Evaluations

Management problem solving is a highly collaborative profession. Executives are expected and required to work together and with external parties such as consultants, analysts and regulators. Accordingly, in MOR 559, we use specialized projects as experiential learning exercises to employ course concepts and materials and team assignments as opportunities to assess individual contribution to overall team performance. To accomplish the assessments, we use the forms in Section 13.0 (note, provided for example purposes only and subject to change).

Peer evaluations provide invaluable insight into a team’s dynamics and will inform my assessment of the individual team members’ contribution. Final grading will be done by me.”

At Marshall, faculty are encouraged to use student peer evaluations to gain insight into team dynamics, including individual team member contributions. Faculty members can weigh this evaluative feedback in helping to determine what individual scores to assign; however, it is not permissible for faculty members to take a student-assigned peer evaluation score and use it directly, as an assigned score or primary component of a final grade.

For reference purposes, effective peer evaluations often require students to describe both the specific contributions made by each team member and the perceived value of those contributions to the submitted assignment. In addition to information and graphics, contributions might include analysis and organization of information collected by all team members, questions asked, clarification provided, suggestions made, feedback given, having an active presence for the entire length of team meetings, organizing and leading team meetings and class presentations, encouraging participation from every team member, or any other actions or attitudes that you find especially valuable for successful collaboration.

The sample assessment forms in Section 13.0 provide you with a structured format and definitions to use in performing a constructive evaluation of your teammate. Clear explanations of the expected quality and value of peer evaluations have been provided, along with a well-developed format for your use in submitting the required input.

Each of you will have the opportunity to complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form will be posted on BB. Please note:

- If you are experiencing any group-related problem (e.g. conflict, social loafing, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.
- If you experiencing any academic problems or personal issues (e.g. illness, injury, hardships, conflicts, etc.) that might influence your participation on the project or academic performance, please let me know immediately. Do not wait until the end of the semester. If it's too late, there is not much I can do.

See Section 9.0 for additional information about grading and expectations for the turnaround project, ELC and team based case assignments and self-assessment for class contributions.

8.4 Examination Design, Procedures & Exam Preparation

8.4.1 Design. I view exams as positive experiences for both the student and professor. My exams are designed to allow you to express and demonstrate your mastery of the subject material. As with all of my exams, each exam is crafted by me, is intended to be pragmatic, and is designed to test the most important subject concepts and topics. The exams are intended to allow to showcase your knowledge, and provide you with the opportunity to demonstrate how you use, adapt, and apply important course concepts and topics to a series of questions, situations, and management decisions and choices. Generally, my exams are organized into three, or four sections and are multiple choice:

- (1) **Course Concepts & Theory** (standard component),
- (2) **Cases & Readings** (standard component),
- (3) **Applied Reasoning & Critical Thinking** (standard component),
- (4) Essay or Short Answer (optional component & subject to class/semester).

8.4.2 Procedures. Unless otherwise stated, all exams are closed book, no notes, laptops, or other devices allowed unless cleared by USC or me. I do not grade by name. Please use only the last four digits of your USC ID on your exam paper. This helps maintain the confidentiality and privacy of each student and I want to maintain as much independence and objectively as possible in the grading process.

Now, I do not grade the exams. The exams are graded by TAs who are trained and authorized by USC to grade exams. However, I am fully responsible for assigning a final grade to you based on your performance in the class. I work very hard to give you the best and fairest grade that I possibly can. However, I am not perfect. If you feel that an error has occurred in the grading of any assignment, including your final grade for the course, please let me know within ten (10) days of the date the assignment or grade is returned to you. All you have to do is write a memo (email) to me and request an explanation and re-evaluation of the assignment or final grade. If possible, attach the original assignment to the memo and explain fully and carefully explain why you think the assignment should be re-graded. If it's a final exam, then I have the exam. I will be very happy to review your work, discuss your performance and reevaluate your final grade.

8.4.3 Exam Preparation. Make no mistake...I want you to do great in this class! The best strategy for doing well in this class, or any other, is to *prepare*. For this class, I will help you prepare as follows:

- **Study Guides (SG).** I will publish a relatively comprehensive study guide ahead of the midterm and final exams. The SG is intended to help you focus on the key concepts, cases and material that will subject of the examination. The SG is thorough and descriptive...what's in the SG is on the exam...simple.
- **In-class Review.** Usually, the class immediately preceding the scheduled midterm or final examination is dedicated to reviewing for the scheduled exam.
- **Special Final Exam Review.** 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.
- **Preparation Hints.** The best way to prepare for a "Mische exam" is to relax and reflect on the lectures and cases and:
 1. Follow the study guide!! No excuses...study the STUDY GUIDE!!
 2. Read your cases AND readings...just read them and remember 3-5 important things about the case or article.
 3. Review your class notes...they are essential...much of the exam questions will be derived from lecture material.
 4. Relate a case or article to a key course concept or lecture.
 5. Know your basic frameworks, models, terms and vocabulary.
 6. Think the questions through...they are asking you to apply your knowledge and analytical skills to a specific case, conditions or facts and/or to several cases on a comparative basis.
 7. Think of the exam as a "conversation with Mische"...it's a dialog between you and me and, if it's a final, it's the last chance that I have to teach and coach you.
 8. If you get "stuck" make a check mark and keep going...come back the question later.
 9. In general, if you are guessing, your first guess has a higher percentage of being correct, so unless you are sure, stick with your first guess or "gut" instinct and don't over think or over analyze the questions or answers.
 10. RELAX...it's what you learned that counts, not the grade, and great grades follow great learning!

8.5 Final Examination Date, Location & Time: A Summation of Your Learning Experience
There will be a final exam for this class. The final examination for this course will be conducted on the date, at the time and in the location, as scheduled, by USC or me.

No exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit. 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 described below for: scheduling conflicts, religious observance conflicts and documented emergencies. The following is USC's stated policy for final examinations.

All undergraduate and graduate courses scheduled in the standard sessions of the fall and spring semesters have a published final examination schedule. In accordance with the policies of the United States Department of Education, the last scheduled day of class is required instructional time. Either a final examination or other final summative experience must take place during the published final

examination period.” Final examinations or other final summative experiences may not be scheduled during the Study Days period.

No deviations from the published examination period are permitted for courses scheduled in a standard session during the fall and spring semesters, unless faculty have authorization in advance from the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any faculty request for rescheduling a final examination without unanimous written consent of all students in the class. Contact the Registrar’s Office (213-740-5593 or registrar@usc.edu) for the request form and procedures.

THE FINAL EXAM FOR THIS CLASS IS SCHEDULED AS FOLLOWS:

USC’S SCHEDULE OF FINAL EXAMS CAN BE VIEWED AT:

NOTE >>> FOR FALL 2018 THE FINAL EXAM DATE IS POSTED AT:

<https://classes.usc.edu/term-20183/finals/>

8.6 Student Scheduling Conflicts

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. 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. Grades are due 96 hours after the University-scheduled final examination day and time. Therefore, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

8.7 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.

8.8 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.

9.0 TURNAROUND PROJECT & ELC-SIMULATION & CONTRIBUTION

9.1 Turnaround Project...25% of Final Grade

In MOR 559 you will be performing an assessment of an actual company. Below is an explanation of the basic intent, design and requirements of the exercise.

One of the major activities associated with the learning objectives in MOR 559 is analyzing an existing company that is in “distress” or is “failing” and designing strategies to help it turnaround. Historically, MOR 559 has identified and predicted major collapses/events, related to companies such as, GM, Tribune Companies, Yahoo, American Airlines, Borders, Sears, Circuit City, Audi, Ford, Best Buy 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 events during the semester and as part of the final grade usually on the last day of class. 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 40 people studying the same company and answering the same questions.

9.1.1 Objectives & Design

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 5-7 students. 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.
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, but if linked to social and political policy, it just might be!
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 turnaround strategy for that company (if, indeed, it is a candidate for turnaround).

9.1.2 Requirements

There are four primary requirements for this part of the course.

1. High-Level Analysis & Statement of Work.
 - a. Provide a Statement of Work with a work plan for analyzing the company...tasks & responsibilities and the possible models and frameworks that you believe will be most useful in your analysis of the company and its environment & situation:
 - b. Critical Thinking- Demonstrate:

- i. Describe how you will go about analyzing the company.
 - ii. Describe what you believe to be the big issues of critical importance and how these issues relate to strategy and the competitive position of the company.
 - iii. Describe the Top 10 critical questions that you are going to ask about this company's strategy?
 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?
 - iv. Identify and discuss your research and data collection methods.
 - c. Provide an initial Assessment as to why this company is a good candidate to study...that is, what are its problems and issues and how to the problems relate to strategy & the course? (Note: You'll want to relate this part to the 10 questions above)
 - d. Required Format: PPT & In-class Discussion.
2. **Requirement- 2:** Provide a Status Report on your efforts summarizing the strategic position of the company.
- a. Provide an Analysis-Environment: 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. Provide an Analysis-Industry: Describe the industry in terms of buyers, suppliers, substitutes, entrants and rivalries.
 - c. Provide an Analysis-The Strategic Position
 - i. What is the company's position relative to the 5-Stage Company & Industry life-cycle?
 - d. Provide an initial Analysis-Situational Assessment:
 - 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.
3. **Requirement 3:** Interim Update.
- a. Provide a Status Report on your progress
 - 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: Memo to MAM (See example on BB).
4. **Requirement 4:** Final Report.
- In Class Presentations.
- a. Provide a formal strategic assessment of the company.
 - b. Describe 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?
- c. Develop a **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?
- d. Assessment of Team Performance- 2 (See BB for details).
- e. Required Format: PPT with 3-5 page Executive Summary PLUS In-class Presentation.

9.2 ELC Simulation & Team-based Case Analysis...10% of Final Grade

For MOR 559 we occasionally (course calendar permitting) have a session in the ELC and we do have pre-assigned, team-based case analysis for various classes. See the Weekly Assignments & Readings for dates (if any are assigned).

The team-based case analysis and ELC assignment(s) is/are designed to link course concepts to a contemporary business addressing turnaround issues or opportunities. Both exercises are intended to be highly integrative and provide you with significant opportunities to apply course concepts and those concepts from other classes to a complex simulation, while enabling the structure necessary for effective learning through the application of MOR 559 course material and concepts. As ELC sessions are important...do the pre-session reading and please do not miss them...there is no way to make-up for a missed ELC session Note: Your participation in the ELC simulation and various team-based/assigned cases will be subject to peer assessment. Please see Section 13.0 for further information and an example of the assessment form.

9.3 Individual Class Contribution...10% of Final Grade

Your individual contribution to the class and our collective learning environment will be subject to a self-assessment process. Please see Section 13.0 for further information and an example of the assessment form. The better prepared you are and the more you participate, the more that I can teach! You are encouraged to explore various ways to express yourself, engage in discussions, and present and argue your ideas. Participate, debate, contribute, learn and be engaged...your grade is partially based on it! Inevitably, some students will not agree with you, and you may be asked to defend your argument. That's great! This is the place to learn and take some chances, However, let's all try to endeavor to direct criticism and comments to the substance of the topic and argument, and not at individuals.

If, for some reason you are not inclined to engage in class discussions, then write your thoughts and contributions in the form of a memo to me. Your memo doesn't have to be a novel or dissertation...just short, to the point and expressive of your participation and learning.

Each of us is different in how we express our participation, so a wide range of participation activities is acceptable, but performance must be demonstrated individually, within the teams, and in the class. Each person will be subjectively evaluated by the team and by me as to his or her preparation for the sessions in addition to his or her contribution to the team performance. Seek every opportunity to get better here, at Marshall, so you can perform better in the C-suite later!

10.0 ASSIGNMENTS & MAKE-UP EXAMS

10.1 General

The assignments for this class may involve a combination of readings, cases, videos, ELC exercises, simulations and a team project.

- **For readings and cases:** please see **Section 12.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **Team Performance:** Please organize yourselves into teams of 5- 7 students. This will be your “learning team” for the entire semester, so select wisely and carefully.

10.2 Assignment Submission Policy

Be professional. Assignments must be turned in on the due date/time. Specifically:

- All formal assignments are due as specified and must be submitted in **HARD COPY ONLY**. Due to the number of students, I cannot accept electronic copies unless prior approved (way too much downloading and printing, so help me out!).
- For all assignments please make sure that you specify your course number and DAY and TIME of course...that’s really helpful to me!
- 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).
- If you are unable to attend class on that day, make arrangements for your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. at **431 Hoffman Hall** by the start of class. You may also slide your work under my door at **415 Hoffman Hall** or face your work to me at 213.740.3582 (To Professor Mische). Late or not, you must complete all required assignments or your grade will suffer.
- When submitting any work...including case write-ups, presentations, reports, exams, quizzes, etc. please make sure to provide the **LAST 4 DIGITS OF YOUR USC ID** on the paper and please make sure that you indicate the class days (example: M/W, T/Th).

10.3 Exam Make-up Policy

Valid conflicts with exam dates and times are sometimes inevitable and unavoidable. In the event of a conflict with a scheduled exam date, please inform me ASAP and alternative arrangements will be made. However, all make-up exams, with exception of the final exam, **must be completed within ten (10) calendar days of the scheduled exam date.** Please no exceptions unless previously approved by me or USC. Final exams are given during the “Final Exam Period” as per USC’s schedule of final exams, or if Fall semester, as posted in the syllabus (usually the last official day of the particular class).

11.0 RESOURCES, SUPPORT SYSTEMS & ADDITIONAL INFORMATION

11.1 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).

11.2 Technology Policy and In-class Use of Laptops and Other Devices

Laptops, cell phones, and iPads are **not** to be used during lectures for personal communications...use your technology for learning and note-taking.

11.3 Internet, Cell Phones, Tablets, Etc.

Internet usage is not permitted during academic or professional sessions unless otherwise stated. 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, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time.

- If you are texting I will politely ask you to stop; thereafter I will ask you to leave.
- During all quizzes, tests, and examinations, you must place your devices away and out of sight and in the 'off' mode. During the exam, any use of cell phones or other device without my express consent is subject to dismissal from the exam.
- Videotaping my lectures is not permitted due to copyright infringement regulations.
- Audiotaping my lectures is not permitted unless prior approved by me. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.
- No student may record, tape, transmit, or video any lecture, class discussion, or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.
- I reserve all rights, including copyright, to my course syllabi, lectures, Power Points, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

11.4 Statement for Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

11.5 Safety-USC Department of Public Safety

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

11.6 Emergency Preparedness/Course Continuity

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

Also: USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard (BB), teleconferencing, and other technologies. Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

11.7 Statement on Academic Conduct and Support Systems

USC seeks to maintain an optimal learning environment and the highest academic standards. **I will not tolerate cheating of any kind.** Any cheating will result in the automatic disqualification from my class and a referral to USC's the Office of Student Judicial Affairs and Community Standards for immediate consideration. Any allegation of cheating will be referred to the USC's the Office of Student Judicial Affairs and Community Standards.

General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A of that document.

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

11.8 Plagiarism

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. 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>.

11.9 Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

11.10 National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

11.11 Relationship & Sexual Violence Prevention Services (RSVP) (213)740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>. Note: For iOS owners, a free, non-USC app is available for downloading at the Apple App Store “iapproveapp” or at <http://iapproveapp.com>.

11.12 Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>.

Note: For iOS owners, a free, non-USC app is available for downloading at the Apple App Store “iapproveapp” or at <http://iapproveapp.com>.

11.13 Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

11.14 Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

11.15 Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

11.16 Diversity at USC

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

11.17 English Language Support Systems

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs www.usc.edu/disability provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

11.18 Disruptive Classroom Behavior

I will not tolerate disruptive or abusive behavior in my classroom. Fortunately, I have never had any instance of disruptive or abusive behavior. Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor’s ability to teach effectively. Further information can be found at http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

See next page for weekly course sessions calendar and assignments.

Note: The weekly course sessions calendar and assignments is also posted on BB as an excel spreadsheet for your downloading.

Please note that the Course Syllabus, Course Calendar, Subjects, Content, Exams, Grading Criteria, and Weekly Assignments are dynamic documents and therefore, are from time to time, subject to minor updates, adjustments or changes.

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

MOR 559: FALL 2018- STRATEGIC RENEWAL- PROF. MICHAEL MISCHE- HOH 415

Sessi on	Dat e	Da y	TITLE	Product #	Author	Sourc e	STAT US
PART 1.0: UNDERSTANDING THE NATURE OF STRATEGIC FAILURE							
8/21	1	T	Introduction & Overview of 559				
			Course Objectives & Expectations				
			Student Performance Assessment				
			Consulting Projects				
			Course Reader: https://hbsp.harvard.edu/import/562059				
			<i>Note: Purchase & download your course reader from HBSP by pasting URL into</i>				
8/28	2	T	Understanding Strategic Failure- Part A				
			Misunderstanding the Nature of Failure	CMR-369	Rosenw	CR	
			Failure Chronicles	R1104J	Rauch	CR	
			Strategic Decline	708497	Collins	CR	
9/4	3	T	Understanding Strategic Failure- Part B				
			Why Good Managers Choose Poor Strategies.	391172	Tversky &	CR	
			Can You Spot the Early Warnings	S0503A	Anthony		
			Tesla Motors: Will Sparks Fly	MH0017	Rotharm	CR	
			Strategies from Learning from Failure	R 1104B	Edmond	CR	
9/11	4	T	Industry Disruption				
			Strategic Decline	708497	Collins	CR	
			Restructuring the US Steel Industry	203042	Fruhan	CR	
			The Quest for Resilience	4910	Hamil	CR	
			How Useful is The Theory of Disruptive	SMR536	King	CR	

PART 2: WARNING SIGNS & MANAGERIAL DILEMMAS						
9/18	5	T	Warning Signs- Behaviors			
			Can You Spot the Early Warnings	S0503A	Anthony	CR
			Lehman Bros. Rise & Fall	217041	Gibson	CR
			<i>Video In-class: Lehman Bros</i>			
9/25	6	T	Warning Signs- Leadership			
			Enron: Rise & Fall	W90C58	Moore	CR
			Skilling & Madoff	IES233	Vaccaro	CR
			<i>Video In-class: Smartest Guys in the</i>			
10/2	7	T	Warning Signs- Cultural			
			Movie: Twelve O'clock High	Movie	Peck	Movie
			<i>Pre-work: Leadership & Psychology of Turnarounds</i>	R0306C	Kanter, Rosabet	CR
			Bring Your Own Popcorn			
			Discuss Movie			
10/9	8	T	Warning Signs- Growth Strategy			
			Laventhal & Horwath Failure	BB	Stiner	Poste d- BB
			Arthur Andersen	9E+06	Hawkins & Cohen	CR
10/16	9	T	MID-TERM			
			In-class mid-term- Mandatory Exam			
			Usually multiple choice w/ 35 to 50 questions			
			See Syllabus Section 8.0 for grade weighting information			

PART 3: LEADING STRATEGIC TRANSFORMATION: TECHNIQUES & METHODS							
10/23	10	T	Turnarounds- Change Readiness				
			Are You Ready for Change	7126BC	HBSP	CR	
			Achieving Successful Strategic	SMR 414	Johnson	CR	
			Leading Chg.: Why Transformation	1710	Kotter	CR	
			Model Overview: The 90 Days T-Model	8191BC	Tabrizi	CR	
10/30	11	T	Turnarounds- Operational				
			Picking the Right Transition Strategy	R0901C	Watkins	CR	
			Harley Davidson (Read this one first!)	292082	Kester	CR	
			Harley Davidson: Chasing New Gen. Customers	KEL 742	Roese & Kompeli	CR	
			If You Think Downsizing Might Save Your Co.	H03MNJ	Web	CR	
			<i>Video- In-class</i>				
			<i>Discuss Midterm Results</i>				
11/6	12	T	Turnarounds: M&A				
			How Acquisitions Can Revitalize Companies	SMR177	Vermeulen,	CR	
			Best Deal that Gillette Could Get	KEL183	Stowell	CR	
			Managing the Strategic Dynamics of Integration	CMR336	Burgelman & McKinne	CR	
11/13	13	T	DUE- PROJECTS PRESENTATIONS				
11/20	14	T	Workshop				
11/27	15	T	Course Wrap-up				
			In-class Review Session for Final Exam				
TBD			Final Exam Study Session- Optional		TBD		
TBD			FINAL EXAM: As Scheduled By USC				
			Mandatory for all students...no exceptions				
			Usually multiple choice w/ 33 to 50				
			See Syllabus Section 8.0 for grade				
			See USC Exam Schedule at: https://classes.usc.edu/term-20183/finals/				
			<i>Note: It is your responsibility to confirm the final exam date!</i>				

13.0 PEER ASSESSMENT & INDIVIDUAL CONTRIBUTION

13.1 PEER ASSESSMENT- INDIVIDUAL CONTRIBUTION TO TEAM/PROJECT Behavioral Anchor Rating Scale

5- Excellent Performance- Exceptional

FOR EXAMPLE >> “I would highly recommend this person for a job and I would definitely work with her/him again.”

- Consistently gave an “outstanding” effort to the project
- Consistently was exceedingly “unselfish” with their time & talent
- Consistently attended all team meetings (95- 100%)
- Consistently exceeded expectations for contributions
- Consistently demonstrated exceptional leadership & judgment
- Consistently demonstrated an exceptional commitment to client & project
- Consistently met all time commitments
- Consistently led effective & productive team meetings & was organized
- Consistently helped other team members improve & achieve their objectives

4- Good Performance- Above Average

FOR EXAMPLE >> “I would recommend this person for a job and I would probably work with her/him again.”

- Regularly gave a good effort
- Regularly attended almost all team meetings (90- 95%)
- Regularly met expectations for contributions
- Regularly demonstrated above average leadership & judgment
- Regularly demonstrated an above average commitment to client & project
- Regularly met most time commitments
- Regularly helped other team members improve & achieve their objectives

3- Fair / Average Performance- Good

FOR EXAMPLE >> “I might recommend this person for a job and I would work with her/him again (if I had too).”

- Regularly gave an average effort
- Attended most team meetings (80-90%)
- Met most expectations for contributions
- Demonstrated adequate leadership & judgment
- Demonstrated an adequate commitment to client & project
- Generally, met many time commitments
- Generally led effective team meetings & was organized
- Generally helped other team members improve & achieve their objectives

< CONTINUED ON NEXT PAGE >

2- Poor Performance- Poor

FOR EXAMPLE >> “I would not recommend this person for a job and I would not work with her/him again.”

- Generally gave a below average effort
- Attended a few team meetings (70-80%)
- Occasionally met expectations for contributions
- Occasionally demonstrated leadership & judgment
- Demonstrated a questionable commitment to client & project
- Occasionally met time commitments (missed most)
- Occasionally led effective team meetings & was organized
- Occasionally helped other team members improve & achieve their objectives

1- Unacceptable Performance- Bad

FOR EXAMPLE >> “I would never recommend this person for a job and I would definitely never work with her/him again.”

- Rarely gave an average effort
- Rarely attended team meetings (70% & Below)
- Rarely met expectations for contributions
- Rarely demonstrated leadership & judgment
- Rarely demonstrated a commitment to client & project
- Rarely met time commitments
- Rarely led effective team meetings & was organized
- Rarely helped other team members improve & achieve their objectives
- Shows up and does nothing
- Distracts team
- Irrelevant discussion

< ASSESSMENT FORM ON NEXT PAGE >

PEER ASSESSMENT: INDIVIDUAL PROJECT TEAM MEMBER CONTRIBUTION TO THE PROJECT

Complete one form for each of your teammates/group members, including yourself, as instructed by the professor.

NAME OF TEAM/ GROUP MEMBER:					
<i>Assess your team member's engagement & contributions to the project & assignments using a scale of 1 to 5 (5 is outstanding/ excellent; 1 is poor; NA not applicable)</i>	5	4	3	2	1
1). Attended and was engaged in team meetings from beginning to end (throughout) entire project					
2). Asked important & relevant questions					
3). Listened to and acknowledged suggestions from every team mate					
4). Made valuable suggestions & provided valuable insights					
5). Took initiative to do research, lead discussions, organize and complete tasks					
6). Contributed to organizing the assignment & ensuring compliance to assignment requirements					
7). Contributed to writing the assignment					
8). Reliably completed tasks on time & in a quality manner					
9). Demonstrated commitment to the team by quality of effort					
10). Was cooperative, engaged & worked well with others					
11). I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made more effective contributions to the assignment?					
Your name:			Date:		

13.2 SELF ASSESSMENT INDIVIDUAL CLASS ENGAGEMENT & CONTRIBUTION

Behavioral Anchor Rating Scale

5- Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

4- Good Performance

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze / apply course material
- Demonstrates willingness to attempt to answer questions

3- Fair / Average Performance

- 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

2- Poor Performance

- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

1- Unacceptable Performance

- Fails to participate even when specifically asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

< ASSESSMENT FORM ON NEXT PAGE >

**SELF-ASSESSMENT
INDIVIDUAL CLASS ENGAGEMENT & CONTRIBUTION
(10% OF FINAL GRADE)**

Complete & hand in form as requested/instructed by professor.

YOUR NAME:					
<i>Assess your in-class engagement & contributions on a scale of 1-5 (5 is outstanding/ excellent; 1 is poor; NA not applicable)</i>	5	4	3	2	1
1). Attended class and was engaged in class discussions					
2). Asked important & relevant questions about cases & material					
3). Actively challenged professor with relevant points & ideas					
4). Provided valuable insights related to cases & material					
5). Took initiative to help lead discussions					
6). Contributed to the overall effectiveness & performance of the class					
7). Contributed to the class via writing the assignment					
8). Was adequately prepared for class					
Describe any other contributions you made to the class:					
Describe how you might have made more effective contributions to the class?					
Your name:			Date:		