

MOR Graduate Elective Courses 2023

FALL 2023

STRATEGIC MANAGEMENT & CONSULTING

MOR-542: Strategic Issues for Global Business

Global strategy in an international context, effects of cultures & political systems on strategies.

MOR-554: Leading Innovation and Change

Practical knowledge on helping organizations develop innovations and lead change to leverage them. Exploration of innovation and change in different organizations and competitive environments.

MOR 557: Strategy and Organization Consulting

How consultants assist clients to formulate strategic plans and realign. Information about proposals and fee-setting. Speakers and projects.

MOR 558: Technology Strategy in the Age of AI

Draws from studies of technical change to provide a set of tools to craft a technology strategy as an integral part of business strategy.

MOR 559: Strategic Renewal and Transformation

Dynamic strategic planning; How businesses reinvent themselves; why change is difficult; politics of change.

MOR 562: Strategic Choice and Valuation Analysis

Advance planning using tools of scenario development and activity valuation for assessing problems.

MOR 588: Corporate Strategy and Competitive Dynamics

Central challenges facing executives in multi-business firms; toolkit for analyzing and executing strategic and operational aspects of corporate advantage, M&As and competitive dynamics.

LEADERSHIP & ORGANIZATION

MOR 547: Mergers & Acquisitions Management (1.5 units).

Study a set of solutions to M&A Integration management: executing rapid, tactical, and operational transitions in mergers, acquisitions, and transformational business change.

MOR 560: Managerial Judgement and Decision Making

Development of skills and insight into making effective strategic, financial, and management decisions including awareness of hazards of decisions, issues of rationality, and risk taking.

MOR 567: Interpersonal Influence and Power

Legitimate and effective use of power to resolve conflicts and mobilize action.

MOR-569: Negotiation and Deal Making

Strategies and dynamics of deal-making; practical skills necessary to win in a range of business transactions.

MOR 571: Leadership and Executive Development

How firms innovate strategically to discover and create new sources of value and to change the rules of the game.

MOR 572: Leadership and the Practice of Self-Management

Methods for developing ways to manage thoughts, emotions, and actions.

MOR 579: The Business of Sports Entertainment

Business practices and issues in different sports markets. Industry speakers.

MOR 598: Leadership and Improvisation

To give executives the opportunity to work on their leadership skills through improvisation and role playing.

All class scheduling is subject to change.

Department of Management & Organization. Marshall School of Business.
Hoffman Hall 431. 213-740-0728. <http://www.marshall.usc.edu/mor>

University of Southern California--Marshall School of Business

MOR 542: (CORPORATE AND) GLOBAL STRATEGY

Fall (Term III) 2023 (Draft)

Monday & Wednesday, 11:00am to 12:20pm

Professor: Carl W. Voigt, Ph.D.
Office: Hoffman Hall 504
Phones: USC Office: (213) 740-0764, Mobile (213) 446-1753
Fax: (213) 740-3582
Email: cvoigt@marshall.usc.edu
Office Hours: Mondays and Wednesdays before and after class; and by appointment. I am in early every morning by around 6:15 am for early morning appointments. *The early hours are best.*

COURSE DESCRIPTION

MOR 542 is concerned with strategy-making in global multi-businesses corporations. The course is designed to follow GSBA 529 (and your other core IMBA, FT or PM core courses), which focused on strategy-making within single-businesses, in single-industry contexts, in national markets. Large companies must of course be concerned with developing sustainable winning competitive strategies for the individual markets in which they have a presence. However, they must also be concerned with choosing the industries, and global locations, in which they will compete, and with selecting the kinds of activities they will undertake inside (or outside) the company. As firms grow they are confront by choices as to whether or not to expand the scope of the activities into new markets or new businesses. Some businesses choose to diversify horizontally in new markets. Some choose to vertically integrate backwards and/or forwards into other activities in their value chains. Still others choose to expand geographically into similar market in new locations, often across national borders. And some choose combinations of all three. Not all choices are good ones, and not all combinations lead to sustained long-term profitability for the corporation.

Corporate and global strategy is concerned with managing a global multi-business organization so as to maximize the value of the total enterprise. This means ensuring that the value of the whole corporation is greater than the sum of the values of its individual parts (its divisions or subunits). The three fundamental issues addressed in the course can be stated as follows:

- How does a corporation create economic value through its global multimarket activities?
- How must the corporation be structured and managed to realize the benefits of its global multimarket activities?
- Why should those activities be undertaken inside the corporation, rather than accessed through contracts, joint ventures or strategic alliances?

The course will offer analytical frameworks developed to address these questions, and will examine how these frameworks apply in concrete international business situations. The frameworks include, but are not limited to, the resource-based view of the firm, theories of strategy and structure, transaction cost economics, and theories of national competitive advantage.

This is an integrative course in two respects. First, it takes a broad view of the global environment that includes the customers, technology, economics, competitors, special interest groups, and government. Thus it draws together ideas from other functional/discipline-based courses. Second, the course takes the perspective of the firm as a player in multiple markets and nations, and examines how strategic decisions affect the firm in its current markets, home country, and in shaping its global options as well.

Several different aspects of corporate and global strategy will be analyzed in this course, including motives for diversification, vertical integration, and global expansion; the impact of national differences on firm strategy, risks in dealing with foreign governments, market entry decisions, global competitive advantage, and the dynamics of global competition between large competitors from different countries.

COURSE ORGANIZATION AND STRATEGY THEMES

MOR 542 is the second in a two part strategy module sequence. Global Strategy builds on GSBA 529 and expands its focus to examine corporate and global strategy issues. Since decisions regarding global expansion are essentially corporate strategy decisions, it is important that we also master the core economic logic of corporate strategy decision-making; at least at a very general-level. The global strategy module will begin, first, with a general focus on *Corporate Strategy* and then move into the issues of *Global Strategy and Competing in a Global Market Place*

EDUCATIONAL OBJECTIVES

Theory and Concepts. As noted above, the focus of this course is corporate strategy, which is concerned with the boundaries of the firm. The three main aspects of corporate strategy are diversification, vertical integration, and global expansion. We will spend most of our time on global strategy, but issues of diversification and vertical integration will also be discussed in context of global strategy.

Analytical Skills. Theoretical concepts are a great aid to understanding, but by themselves they do not help resolve real business problems or challenges. Also needed are analytical skills and techniques that can be applied to the data to "fill in" the facts and premises assumed in the theories. A second educational objective is to further increase each student's inventory of useful analytical skills and tools. Some of the tools are quantitative -- analyzing financial statements and comparative cost analyses, for example -- while others are more qualitative. Learning how to apply these techniques, and, more importantly, when to apply them is a key course objective.

Rhetorical Skills. The best analysis in the world will have little effect if it cannot be communicated to others. Managers must be able to articulate their views coherently and persuasively, and they must be skilled at understanding and critiquing other points of view. Management is a "verbal sport;" perhaps 90% of a typical manager's day is consumed by oral communication. Time is often scarce. You must learn to make convincing arguments and to make them quickly, or the merits of their ideas are likely to become simply irrelevant. This skill takes practice, and I will place a great deal of emphasis on it in class.

COURSE EVALUATION

Course grades will be determined by students' relative performance on the following three equal course components:

Class Attendance/ Prior Class Preparation	Expected
Course Participation/Commitment	15%
Quizzes (two)	10
IELP Strategic Assessment Team Assignment	5
Strategic Case Update	5
Mid-term Exam	25
Final Exam	<u>40</u>
	100%

In order to successfully pass this course, a passing grade (> 50%) must be achieved in each individual course component. Grading standards will conform to USC guidelines for required courses: a mean GPA of 3.3 [[Faculty Handbook](#), 1994: 30].

FALL 2023 (Draft)

MOR-554: Leading Innovation and Change

Date/Time: Wednesday's, 6:30 p.m. – 9:30 p.m., JKP 104

Instructor: Michael A. Mische

Office: HOH-415; mische@marshall.usc.edu

MOR-554 is a course about how firms go about the process of creating, managing and implementing innovation in organizations. In this course, we take a broad C-suite perspective of innovation and how to best organize, implement and operationalize innovation for optimal strategic and monetary value. As this is a “landscape” approach to leading innovation, we discuss a spectrum of innovation and R&D concepts, and issues in the context of the boardroom, what it means to innovate and factors of success and failure.

In MOR 554, we ask and address some of the *seminal* management and investor questions related to innovation, such as:

- (1) What is innovation?
- (2) How is innovation best created and achieved in a company?
- (3) Under what conditions should innovation be attempted?
- (4) Why do so many innovation projects fail?
- (5) How do co-opetition and collaboration affect innovation?
- (6) What are the sources of innovation?
- (7) How do emergent, incremental, continuous, disruptive, and destructive innovation differ?
- (8) How is innovation best measured?
- (9) What types of organizational structures are best aligned/supportive of/high-performance innovation?
- (10) What is the role of an innovation incubator?
- (11) How do innovation accelerators work?
- (12) How do “open” and “closed” innovation differ and under what conditions should each be used?

Composed of four modules, MOR 554 is organized as a progressive course. That is, the course content begins with basic themes, definitions and frameworks and then evolves in application and discussion using cases, readings, critical reasoning and the application of course content to situations and circumstances that an executive would confront in managing an organization and making strategic choices and decisions. This course allows, in fact, welcomes and thrives on, lively debate and discussion related to leading innovation and the impact of innovation on society, the firm, and individuals.

The course layout for MOR 554 is composed of four modules. The modules are supported by a series of readings, cases, simulations, and lectures that are designed to help position you with the essential knowledge and skills for leading innovation in your organization. The course reader is composed of authors and literature that are some of the best in the field and provide us with terrific insights and a basis for robust class discussion.

MOR 554 is not a course on “how to be innovative or how to be creative.” MOR 554 is concentrates on the frameworks, tools, and methods necessary for leading innovation in an organization with the intent to create strategic and competitive advantage, as well as economic value. The course design and contents

have been specifically developed from the “CEO perspective” to provide you, the MBA/MS candidate, with the skills necessary to manage and lead innovation and make rational and sound decisions about innovation and innovation projects in your organization.

MODULE 1.0: UNDERSTANDING STRATEGIC INNOVATION

In this module, we discuss the basics of innovation, issues surrounding innovation, challenges of innovating, social impact of innovation, general risks of innovation, etc.

MODULE 2.0: FRAMEWORKS FOR CREATING INNOVATION & PRODUCTS

In this module, we discuss the process of leading the innovation effort to create products and processes.

MODULE 3.0: LEADING INNOVATION & CHANGE

In this module, we examine leadership and management behaviors, dynamics and challenges related to leading innovation in a modern organization. We rigorously explore various “models” for innovation and to best implement and lead them for innovation success.

MODULE 4.0: UNDERSTANDING THE SOCIAL IMPLICATIONS OF INNOVATION

In this module, we examine the social implications of innovations.

ELC SIMULATION: Complementing the objectives and concepts of MOR 554 is a specialized ELC-Simulation involving the formulation of strategy and allocation of resources and capabilities to a hypothetical innovation project. In this simulation, teams of MBA/MS students compete against each other for earnings in a “winner take all” challenge. The ELC is dynamic, challenging, complex, and provides the class with a valid, referential experience in making innovation decisions and allocating limited resources to achieve strategic innovation intentions and objectives.

BIG HAIRY PROBLEM PROJECT: The objective of the “BIG HAIRY PROBLEM” project is to provide you with an opportunity to combine your considerable talents with course concepts, frameworks, learnings and content for the analysis of innovation and technology as applied to solving a BIG HAIRY PROBLEM (BHP). The project is intended to allow you to have a “wide open mind” with respect to how innovation can solve a social or business problem.

MOR 554 - GRADING CRITERIA & COMPOSITION

<u>Grade CRITERIA</u>	<u>Weighting / Composition</u>
1). Mid-Term Exam:	25% (Individual based grade)
2). BHP 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:	<u>100%</u>

(* See Section 13.0 for assessment descriptions & forms)

MOR 557 – Strategy and Organization Consulting FALL 2023 (draft)

Instructor: Michael Mische; Monday/Wednesday 5:00 – 6:20pm JKP 104
mische@marshall.usc.edu

General Description: This course is designed to provide an initial overview of the consulting profession with a subsequent emphasis on organization consulting issues. Emphasis will be placed on developing proficiencies in a range of skills required to practice consulting. The course is relevant to those 1) who are specifically interested in consulting careers and / or 2) whose current or future jobs involve staff consulting or line management using consultants.

Instructional Objective: The overall objective of this course is to provide you with an overview the ‘world’ of general management consulting and to help you develop a basic understanding of that world and the skills and knowledge to be successful in it.

Specific Learning Objectives:

- 1) Gain knowledge of management consulting practices.
- 2) Improve your ability to define key factors and issues relevant to a consulting engagement and examine their inter-relationships and learn to ‘massage’ them conceptually.
- 3) Gain practice in conducting a field-consulting project.
- 4) Improve your ability to present analyses of issues and organizational problems in a concise, accurate, clear and interesting manner from the perspective of a consult.
- 5) Gain exposure to a variety of processes and interventions involved in the management-consulting arena.
- 6) Learn how to match your individual strengths, weaknesses, likes, dislikes, personality and goals with consulting opportunities, demands and behaviors so as to help you enhance placement and career opportunities in management consulting.

The primary objective of this course is to provide you with an opportunity to become familiar with the typical phases in a consulting project. These phases include: selling a project, entering the client firm, gathering data, diagnosing issues, implementing solutions and leaving. In addition to discussing these phases in class, we will discuss how similarly, and how differently, consultants work with their clients. We will also study the functional specialty areas in which most consultants practice. We conclude the course with discussions of ethical issues, career concerns and expert witnessing of consultants.

Evaluating Student Learning:

The following sources will be used to stimulate student learning:

- 1) Lectures, Exercises and Class discussions
- 2) Cases analyses
- 3) Workshops
- 4) Consulting field project and presentation by student teams
- 5) Guest lectures by practicing consultants
- 6) Individual research paper
- 7) Quizzes

Students will be evaluated as follows:

- | | |
|---|-----|
| 1) Individual 5 page written case analysis paper; choose one of two cases available | 9% |
| 2) Individual contribution to class discussions including quizzes | 20% |
| 3) Individual 2 page class discussion case analyses – 4 of 6 analyses due | 28% |
| 4) Individual written or presented self-assessment / research paper | 10% |
| 5) Workshop field project slides (team) – 2 total (each member assessed) | 8% |
| 6) Final client field project presentation slides (team) | 25% |

Be prepared for quizzes on days when no written case is due

100 %

Class Component on Cultural & Ethical Issues: Individual cases and readings from the tests and handout materials focus on these issues. Also, one single class session is specifically allocated and designed to address ethical issues in the consulting profession.

Guest Lecturers on Content, Process and Ethical Issues: Occasional guest lectures will be given by practicing consultants who are invited to provide information relevant to their firms and their particular expertise in the consulting profession. They will cover a variety of issues in consulting, including practice areas, change process and professional skills.

READING LIST

Required:

1. Block, Peter. *Flawless Consulting, 2nd edition*. University Associates, La Jolla.
2. Greiner, Larry E. and Poulfelt, Flemming. *Management Consulting Today and Tomorrow- Perspectives and Advice from 27 Leading World Experts*. Routledge Publishing. 2009.
3. Greiner, Larry E., Olson, Thomas H. and Poulfelt, Flemming. *Management Consulting Today and Tomorrow Casebook*. Routledge Publishing, 2009.

USC Marshall School of Business

MOR 558: Technology Strategy in the Age of AI Fall 2023

Location JKP ; 3 units; 3 hours per week; MW 3:40pm-4:50pm

Instructor: Florenta Teodoridis
Office: Hoffman Hall 520
Office Hours: By request. Email is the best way to contact me. I check it regularly.
Phone: 213-821-0852
Email: florenta.teodoridis@marshall.usc.edu

COURSE DESCRIPTION

The course draws from studies of *technical change* to provide a set of tools to craft a *technology strategy* as an integral part of business strategy. Technology strategy is “an integrated set of choices about how to use new technology to produce superior financial returns in the long run.” For businesses, making decisions about responding to a new technology developed by someone else or about introducing a new technology is integral to strategizing on how to compete in the marketplace. Furthermore, the focus on *new technologies* is essential because what matters from a competitive strategy perspective is *technological change*: technology carries the promise of making a strategic impact as long as not all businesses use the same technology.

The most recent technological change, *artificial intelligence (AI)*, is becoming ubiquitous across all industries. As a result, it is likely that, regardless of your chosen path, you will encounter situations where decisions about involvement with AI technologies need to be made. Technology strategy provides the tools necessary to make such decisions.

Thus, the goal of this course is to provide those interested in managing organizations (including consultants) with a set of tools that can sharpen your ability to:

- Best prepare for and respond to waves of technological change that affect the behavior of competitors and customers, with a focus on the AI technological wave;
- Best exploit waves of technical change to gain or maintain competitive advantage;
- Evaluate which AI technologies to invest in and how to time those investments.

COURSE OBJECTIVES

1. Analyze the expected evolution trajectory of new AI-related technological waves. We will build these skills through class discussion, reading assignments, classroom exercises, individual assignments, and a team project.
2. Analyze the potential impact of new AI-related technological waves. We will build these skills through class discussion, reading assignments, classroom exercises, individual assignments, and a team project.

3. Explain how to align an organization's goals to benefit from or sustain AI technological change. We will build these skills through class discussion, reading assignments, classroom exercises, individual assignments, and a team project.
4. Describe the implications of getting engaged in AI technological innovation relative to being solely an AI technology consumer. We will build these skills through class discussion, reading assignments, classroom exercises, individual assignments, and a team project.

Please note! Let me dispel some myths: this course is not targeted towards a technical audience and hence will not turn a business student into a savvy engineer. We do however discuss what AI is, and hence the general technical framework that powers the AI benefits. This aspect of the class does not require a technical background. For students who want to go into more depth, I will provide additional materials and references. Also, you should not expect to leave this course with a cook-book prescription for crafting a technology strategy. If anything, it will be obvious by the end that there are no simple recipes for strategic success in technology-intensive settings.

GRADING

<i>Assignments</i>	<i>Points</i>	<i>% of Overall Grade</i>
<i>Class Participation</i>	<i>15</i>	<i>15%</i>
<i>Individual assignment</i>	<i>15</i>	<i>15%</i>
<i>Mid-term individual assignment</i>	<i>20</i>	<i>20%</i>
<i>Team project written report</i>	<i>15</i>	<i>15%</i>
<i>Team project oral discussion</i>	<i>20</i>	<i>20%</i>
<i>Final individual assignment</i>	<i>15</i>	<i>15%</i>
<i>TOTAL</i>	<i>100</i>	<i>100%</i>

COURSE SUMMARY

DRAFT: Fall 2023

MOR 559: STRATEGIC RENEWAL

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

Class Meets: Monday, 6:30-9:30pm
Professor: MICHAEL A.
Office: MISCHE HOH 415
Café: JKP 104
Office Phone: 213.740.7540
Email: mische@marshall.usc.edu

“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 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.

2.0 COURSE DESIGN, CONTENT & SUBJECT MATTER

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. Specifically:

MODULE 1:
STRESS,
DECLINE &
DURESS

MODULE 2:
ASSESSMENTS &
FRAMEWORKS

MODULE 3:
LEADING
TURNAROUNDS

MODULE 4:
METHODS &
TECHNIQUES

MOR 559 - GRADING EVENT & COMPOSITION	
<u>Grade Event</u>	<u>Weighting/Composition</u>
1. Mid-Term Exam	35% (Individual based grade)
2. Team Research Project	25% (Team based grade)
3. Final Exam -Comprehensive	40% (Individual based grade)
Total:	<u>100%</u>

COURSE COMPONENTS

Academic Components

MOR 559 is composed of 5 major academic components. Each component is designed to provide you with a specific learning experience that supports a particular set of objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 559. Specifically:

- 1. Classroom Component**
- 2. Readings & Cases Component**
- 3. Team Participation & Contribution Component**
- 4. Intellectual Component**
- 5. Office Hours & Support Component**

Mentoring & Coaching Component

REQUIRED MATERIALS

MOR 559 uses a **Harvard Coursepack**. I have selected readings and organized the Coursepack to support the concepts and key themes of MOR 559.

The **Harvard Coursepack** contains the formal business cases, readings and articles that we will use throughout the semester. The Coursepack is MANDATORY. I update the coursepack each semester for new articles and readings that are more “on point” and or more appropriate for the evolving needs of the course.

USC Marshall School of Business

MOR 560: Managerial Judgment and Decision-Making (3 units) Fall 2023

Section 16693; TTh 5:00pm - 6:20pm; JKP 204

Instructor: Christine El Haddad, Ph.D

Office: HOH 421

Office Hours: by appointment

Email: elhaddad@marshall.usc.edu

Course Description

Decision-making is a constant feature of our lives. Every day, we make hundreds of decisions including personal decisions (e.g. what to eat for lunch, where to go on vacation) and professional decisions (e.g. who to hire, what project to prioritize). Our success in business and in life depends in large part on the quality of the decisions we make.

MOR 560, Managerial Judgment and Decision-Making, provides training in both the theory and practice of decision-making. The course covers the key concepts, frameworks and principles of decision-making in an organizational context. It provides you with the knowledge, skills and business judgment required to make better, smarter decisions that can help you achieve your goals and set you apart from your peers.

The course takes a systematic approach to improve your decision-making knowledge and skills. It begins with a descriptive approach focusing on how people actually make decisions. Scholarly research has identified many cognitive and motivational biases that can cloud our judgment and hinder our decisions. We will cover the key psychological traps that can interfere with effective decision-making and how to avoid them.

In the second part of the course, we take a normative approach focusing on how we should make decisions if we wish to behave rationally. We will cover a systematic, step-by-step process for making decisions and learn how each step contributes to an excellent decision. Topics include framing a decision, specifying objectives, creating and evaluating a set of alternatives and coming to a conclusion. The third and final part of the course focuses on decision-making in teams and organizations. We will examine the key challenges groups face in decision-making and how to manage team and organizational decisions for optimal performance.

This theoretical treatment is complemented by weekly decision exercises, case analyses and simulations covering a wide range of business situations in both domestic and international settings. These exercises will help course participants gain first-hand experience in decision-making and develop decision-making skills experientially to become skilled, confident and effective decision-makers.

Learning Objectives

Upon successful completion of the course, students will be able to:

- explain the nature, causes and consequences of deviations from optimal choice
- identify common errors and systematic biases that can hinder effective decision-making and avoid them in decision situations
- frame a decision correctly to solve the right problem
- generate a set of quality alternatives and evaluate them, assessing their consequences and making appropriate trade-offs
- gather intelligence and use it effectively in decision-making
- select and apply decision tools to solve decision problems and come to a final conclusion
- manage uncertainty and risk and determine when to rely on intuition in decisions
- explain the factors that contribute to effective team decision processes and outcomes and manage team and organizational decisions effectively
- learn from personal and professional decisions and experiences and use this learning to enhance the quality of future decisions

Course Materials

Books. Required books are as follows:

Heath, C. and Heath, D. (2013). *Decisive: How to Make Better Choices in Life and Work*. 1st edition. Hardcover. NY: Crown Business.

Russo, J.E., & Schoemaker, P.J.H. (2001). *Winning Decisions: Getting It Right the First Time*. 1st edition. Hardcover. NY: Doubleday.

Cases and simulations. Assigned cases and simulations for this course are compiled in a digital coursepack available from Harvard Business School Publishing. Additional readings and exercises may be distributed in class or posted to Blackboard.

Course Evaluation

Your final course grade is determined as follows:

Individual work (80% of total)

Class Participation	15%
Decision Analysis Report	10%
Journal	15%
Midterm Exam	20%
Final Exam	20%

Team work (20% of total)

Team Final Paper	15%
Team Final Presentation	5%
	100%

MOR 562: STRATEGIC CHOICE AND VALUATION

Fall, 2023

DRAFT: content, dates and speakers subject to change!

Professor: Carl W. Voigt, Ph.D.
Phones: USC Office: (213) 740-0764
Email: cvoigt@marshall.usc.edu
Class Time: Tuesday, 6:30-9:30pm JKP 204
Prerequisites: Recommended completion of GSBA 540 & 515 or 503 or GSBA 519a&b or GSBA 529

COURSE DESCRIPTION

Strategic Choice and Valuation is an *advanced strategy elective* designed for MBA students interested in the strategic management of businesses and corporations. The central purpose of the course is to develop frameworks for evaluating opportunities to achieve superior financial performance, and to provide students with a strong grounding in the analytical skills involved in real-world strategic business planning. Mastering the frameworks and analytical skills covered in this course is essential for any student intending to follow a career in consulting, business planning, or upper echelon management. These skills are also invaluable for students intending to work for startup firms. Because presentation plays such a critical role in the strategic planning process, the course will emphasize mastery of both content and of appropriate and effective presentation skills.

This course is intended for those with an interest in strategy who want to get “below the surface” of business and corporate strategy analysis. This elective will revisit the basic topics covered in a “first principles of strategy” course (such as industry analysis, competitor analysis, strategy formulation, positioning and sustainability analysis, value chain analysis, cost and differentiation-advantage analysis, corporate diversification and vertical integration analysis, etc.) but will do so with an emphasis on depth, detail, and quantitative precision.

The course will emphasize two recurring themes: scenario analysis and strategic valuation. By definition, strategic investment decisions are made in the presence of irreducible uncertainty. An ability to think well about uncertainty gives a strategist a real advantage. Recognizing the type of uncertainty faced, and distinguishing risk from uncertainty are important analytical steps that must be mastered. The course will make much out of scenario planning as a way to deal with irreducible uncertainty. The second theme is strategic valuation. A substantial portion of the course will be devoted to mastering the skills of strategic valuation; including the application of net present value techniques to strategic analysis.

In a very real way, this is a skills course. As an advanced elective our goal will be to drive deeper into the microeconomic reasoning behind strategic value creation. This will necessarily force us to use microeconomic models, frameworks, and theories to analyze the sources of rents at the firm level in both static and dynamic frameworks. We will apply these models to strategic decisions such as market entry, expansion strategy, investing in capabilities, and firm configuration. Additionally, good strategy analysis requires thoughtful analyses of the payoffs to these strategic decisions. To do this we must master and apply valuation methods to our strategic decisions. We will use NPV analysis in strategic valuation, and valuation under uncertainty using scenario analysis.

COURSE EXPECTATIONS

I have very specific expectations as to what constitutes a good learning environment: a) thorough preparation, b) active participation, and c) attendance. My expectations are as follows:

Preparation. Because this course relies heavily on advanced conceptual articles and case materials, extensive *before class* preparation and *in class* participation are required to ensure the class' success. What you get from this course will depend on what you put in – not just in terms of your reading and analysis of the articles and cases, but your willingness to question and to seek alternate perspectives, to be clear about your own position, and your being

prepared to defend it. Unless you have thought about the readings and cases, it is very hard to learn for others' questions and contributions to class.

Students will probably want to, and are strongly encouraged to, form *study groups* that will meet regularly to share insights and ideas about the assigned readings and cases. While this is, of course, voluntary, past experience has shown that a good grade depends on it.

COURSE EVALUATION

The grading scheme for this class will be as follows:

Class Contribution, Participation, Short Assignments, Case Notes	15%
<i>Four Tests (Short & Long)</i>	50
Group Project & Presentation	<u>35</u>
	100%

In order to successfully pass this course, a passing grade (> 50%) must be achieved in each individual course component. Final grades will be assigned on (approximately) the following basis: A's - 91 and above, B's 81 - 90, C's 71 - 80, D's 50 - 70, and F's below 50. Plus and minus shades will be assigned to those immediately above or below grade cutoff points. The distribution of grades will closely follow the guidelines of the Marshall School of Business (an average class GPA of 3.5). (Faculty Handbook, 1994: 30).

COURSE MATERIAL

There are two course readers for required in this course, and recommended (strongly) complementary book:

Liebeskind, "Value in Strategy"

This note contains a note on using value-based thinking to make strategic thinking. In effect it is our "textbook" for the course.

Cases and Articles

There is a course reader containing the cases and supplementary articles for the course available in the bookstore.

Blackboard Posting

Where online versions of articles are available I will post them, or the link to blackboard. This will help reduce the cost of materials for the course.

(Recommended) Schwartz, The Art of the Long View, Doubleday, 1996

This must have book on scenario thinking is available widely.

All course readers are available from University Partners in the University Book Store. Additionally, when necessary I will place additional materials in the Book Store for you to purchase.

You may view a recent syllabus for this course in the online Schedule of Classes for Fall 2020.

MOR 567: Interpersonal Influence and Power

Fall 2023 – DRAFT

Time: Wednesday, 2:00-4:50 p.m. JKP 204

Professor: Rebecca Heino Office: HOH 413

Office Phone: (213) 740-0757

E-mail: rheino@marshall.usc.edu

Introduction and Course Objective

Interpersonal Influence and Power is an elective course designed to help you become knowledgeable about power as well as help you develop the skills and strategies necessary to make a significant impact throughout your life and career. Courses on power are among the most sought-after electives in top universities due to the fact that power is a reality in organizational life and because those wishing to achieve significant goals or champion new ideas must attend to power dynamics in order to succeed. The focus of this course is to help you get a head start on your path to power and influence. You will learn how to recognize and deal effectively with the dynamics you encounter throughout your career as well as think deeply about the particular approach to power that is the strongest fit for you. It is also designed to be a fun and interactive course.

Learning Objectives

Although a popular elective, this course is not for everyone. It requires a high level of commitment and engagement, both inside and outside of class. It requires an open mind and a willingness to explore concepts that are often new and uncomfortable. It is a good fit for those who have a passion to make a difference and who are willing to explore new and challenging ideas along the way.

- Global Objective ○ Gain knowledge, skills, and strategies related to power that help you to become highly effective and impactful in your career of choice.
- Detailed Objectives ○ Learn to *see* the world differently. After the course, you will be able to recognize power dynamics and assess the effectiveness of various decisions that people (including yourself) make. You will also be able to identify alternative actions and opportunities that would have been more/less likely to lead to power.
 - Learn to *act* differently. After the course, you will have a personal strategic plan that will help you identify and develop your own personal path to power. The path that you choose will be a good fit for you based on your individual strengths, professional goals, and personal values. You will also have new skills, such as acting and speaking with power, that you tried out throughout the class and that you will continue to hone throughout your career.
 - Develop a healthy *respect* for power and how it can change people. After the course, you will know the benefits as well as the costs and pitfalls associated with the pursuit of power. This understanding will be incorporated into your personal plan for developing power.

Required Materials

- *Power: Why Some People Have It – And Others Don't*, Jeffrey Pfeffer, HarperCollins 2010
- Course Reader.

Course Notes: Class information is available through your Blackboard account.

Grading Summary:

<u>Components</u>	<u>Points</u>	<u>% of Grade</u>
SELF-REFLECTIVE ASSIGNMENTS (5)	80	20.0%
GROUP PROJECT (paper + presentation)	80	20.0%
INFLUENCE EXERCISES (2)	60	15.0%
CLASS PARTICIPATION	50	12.5%
EXAMS		
Midterm	60	15.0%
Final	<u>70</u>	<u>17.5%</u>
TOTAL	400	100.0%

ASSIGNMENTS AND GRADING DETAIL

Self-Reflective Assignments (20%). Individual, self-reflective writing assignments will be assigned 5 times throughout the semester. These assignments are an integral part of the course and designed to help you explore the content of the course in the context of your own plans, objectives, values, and experiences. Previous experience suggests that, if taken seriously, these self-reflective assignments are among the most useful aspects of the course. The assignments are due (in written, *not* electronic form) at the *start* of the class for which they are assigned. As long as you complete the assignment and turn it in on time, you will receive full credit

Group Project (20%). The group project is described in an addendum at the end of the syllabus. The goal of the project is to have you explore the ideas of the course in a real-world setting. Learning by doing and through intensive involvement results in greater mastery and retention of the material than more passive forms of learning. I encourage you to take the group project seriously and have some fun with it to explore the ideas of the course.

Influence Exercises (15%). To fully benefit from the content in this course, you must be willing to apply it. Toward this end, you will be required to complete two influence exercises throughout the semester. One involves choosing a concept or tactic learned in the class and applying it toward a goal. Another involves conducting a 1-1 meeting with a person in a field of interest to you. In each case, you will be asked to write brief (e.g., 1 page, single-spaced) account of your experience and what you learned from it.

Class Participation (12.5%). will not be formally graded, but they will be an important check on your class attention, an opportunity for you to crystallize that day's information, and a feedback mechanism for me regarding your digestion of the course material.

Midterm (15%) and Final (17.5%). The midterm and final exams will contain a mix of multiple choice and short essay questions. The best way to study for the exams is to do all the assigned readings on time and keep notes on the readings and class discussions. The goal is for you to create a valuable set of notes you can return to time and again throughout your career.

MOR 569: Negotiation & Deal-Making

Thursday, 2:00-4:50pm TBD (Scott Wiltermuth)

COURSE INFORMATION

Life is filled with negotiations. While most of us know that learning how to negotiate effectively can yield us higher salaries and better terms when we buy or sell houses and cars, we often fail to appreciate just how often we can benefit ourselves, our families, and our companies by employing negotiation skills. In this seminar, we will learn negotiation skills and practice them in interactive exercises

The course is designed to be relevant to the broad spectrum of negotiation problems that managers face. Thus, the content is relevant to students interested in a wide variety of topics such as marketing, real estate, consulting, entrepreneurship, and mergers and acquisitions. In addition, the course will emphasize negotiations that occur in the daily life of the manager.

A basic premise of the course is that while managers need analytic skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented. The course will allow participants the opportunity to develop these skills experientially and to understand the negotiation process via useful analytical frameworks. Considerable emphasis will be placed on simulations, role-playing, and cases. In this sense, you can think of this negotiations class as a workshop.

Course Objectives

- To assess the nature of negotiation. This objective is paramount because many of the important phenomena in negotiation, e.g., interests, goals, and cooperation, are ambiguous and often do not have “right” answers - we cannot teach a set of formulas that will always maximize your profit (although they might help).
- To evaluate systematically a negotiation process using the central concept introduced in this course.
- To use the negotiation process as an effective means for resolving conflict in organizations.
- To analyze the behavior of individuals, groups, and organizations in competitive situations.
- To plan and negotiate effectively, including learning to evaluate the costs and benefits of alternative actions and how to manage the negotiation process.

COURSE FORMAT

The course is built around a series of negotiation exercises and debriefings. These exercises require advance preparation. Students are expected to be fully prepared for exercises prior to class and to participate in the debriefings. While some class time will be provided when group preparation is required, students may occasionally have to meet outside of class.

COURSE REQUIREMENTS

1. Participation (15%)

Preparation and execution of the exercises, and contribution to the debriefing discussion. Your preparation involves having completed the assigned readings and prepared the negotiation exercise for that day. Your classmates and I expect you to be prepared for the negotiations. Being unprepared for a negotiation harms your negotiation partner’s experience as well as your own. Participation grades will reflect how prepared you were for the negotiations.

When negotiating, you must **follow all the instructions** that are provided for your role. However, you do have freedom to be creative in how you interpret this information and the kinds of strategies you employ, provided that they do not contradict any of the explicit instructions or fundamentally alter the negotiation’s structure.

Participation in class discussion involves **active** participation that **contributes** to the class. Merely showing up and having read the assigned readings do not get you any credit.

Attendance is required. Active participation means that you speak up in class. Whether this is accomplished by answering questions, making observations, commenting on other students' comments or challenging the instructor's views does not matter. The second requirement is that what you say actually contributes – merely repeating comments made by other students or telling the class that you agree with what someone else said does not count. Your comments should move the discussion forward.

High quality comments:

1. Reflect knowledge of readings (if topic is relevant to the week's readings)
2. Offer a unique, yet relevant perspective
3. Demonstrate deep and reflective thought
4. Synthesize the comments of others to create new insights
5. Move the discussion and analysis forward

If you are shy, prefer to sit quietly in the back, or just do not feel comfortable speaking in front of your classmates, my suggestion is that you see this class as a challenge to improve those skills. You may also choose to post comments to the class chat.

Note: This course has a strict attendance policy for days on which you negotiate. You must provide prior notice to the instructor if you have to miss a negotiation. If you do not provide such notice, your negotiating partner for the day is left hanging and many people can end up being inconvenienced. If you miss a negotiation without prior notice to the instructor, you will be penalized in the final grading of the course. Even if you do provide prior notice, but miss multiple classes, you may also be penalized.

This syllabus contains the dates for all negotiation exercises. This schedule will not be changed. If you need to miss an exercise, please refer to the latest version of the posted role assignments for that case, contact your assigned partner(s) to see if alternative arrangements can be made for negotiating the case [i.e., either with those partner(s) or with other classmates who have been assigned the requisite role(s) and who would be willing to switch with your assigned partner(s)] and inform me via e-mail regarding the outcome of these efforts. You must notify me of your absence from class, and any arrangements you have made with regard to this absence. Please try to do so at least 24 hours before the start of class so I can make the necessary classroom adjustments. Please note that I will not match up students for the purposes of making up an exercise. Such arrangements will be your responsibility.

2. Peer Feedback Paper (10%)

A two to three page evaluation of your negotiation counterpart in the Texoil case. This paper is due through Blackboard at 11:59 pm on September 22nd. You should email a copy to your counterpart. This evaluation is assigned to provide meaningful, personalized, and constructive feedback to your classmates and help them improve their negotiation skills.

The following is a list of possible topics / issues that you may cover in your feedback.

a) Preparation

- Did they prepare adequately for their role (i.e., know the content)?
- Did they play their role convincingly?

b) Listening skills

- How carefully did they listen?
- Did they interrupt in ways that were frustrating?
- Did they create an atmosphere that encouraged you to divulge your interests?

c) Communication skills

- Did they communicate their own interests clearly?
- How effectively / persuasively did they present their claims?

d) Critical statements or tactics that benefited or hurt the negotiation

- Did they do or say anything that created suspicion (or put you at ease)?
- Were there any inconsistencies or contradictions that caused problems?

e) Body language

- (e.g., eye contact, body posture, gestures, revealing ticks)

f) Overall impressions

- (e.g., of their effectiveness, confidence, competitiveness, cooperativeness, competence, integrity, trustworthiness)
- Biggest strengths and liabilities

g) Suggestions for the future

- What could they have done differently?
 - To improve their own performance?
 - To improve your collective performance?

Please note that you should not cover all of these topics, as doing so would not allow you to go into sufficient depth about any particular topic. It is much better to target your analysis on the few issues that will provide the most useful advice for your counterpart.

Also note that you will be graded in part on how insightful your analysis of your partner's behavior is. Your assignment should not be a check list.

Also note that you will be graded in part on how insightful your analysis of your partner's behavior is. Your assignment should not be a check list.

3. Negotiation Journal (35%)

This assignment requires you to maintain a planning and reflection journal covering in-class negotiations 2 - 8. For each negotiation, the journal should include 1) your pre-negotiation planning document and notes (including an indication of the specific skills and behaviors you hope to work on during the simulation), 2) your brief personal reflection recorded in the 5 minutes immediately following the negotiation, in which you quickly summarize your immediate reactions to the negotiation experience, and 3) a final brief reflection recorded after the negotiation debrief and the feedback session with your negotiation counterpart(s). With the exception of Negotiation #5, items 1 and 2 will be completed in class. The final reflection segment for each negotiation will be completed on your own time and should be about ½ page to 1 page in length (single-spaced) per negotiation. The entire journal should be turned in via Blackboard by 11:59 pm on **November 3rd**.

The journal will be graded primarily on the extent to which you consistently identify negotiation-relevant goals, try out behaviors and strategies designed to achieve those goals, reflect on your successes and failures, adjust appropriately for subsequent negotiations (or at least make meaningful attempts to do so), and use the analytical frameworks and concepts introduced in class and in the readings.

If you would like feedback on your journal after three entries, you may submit the first three entries by 11:59 pm on September 29th. This is entirely optional. We will provide feedback about the quality of your journal entries. You are welcome to revise those first three entries after getting the feedback. You would turn in your set of seven journal entries (inclusive of the first three) by 11:59 on November 3rd.

4. Group Paper (40%)

A final paper is due through Blackboard by 5:00 pm on **December 7th**. The maximum length for the paper is 18 pages of 12 point, double-spaced text. Typically, good papers are between 14 and 18 pages. You should work in groups of 3. For this assignment, you should analyze a recent or historical negotiation situation in which you have interest by drawing on publicly available documents. This should be a negotiation that has already been concluded or will be concluded by the time you complete the assignment. It should also be sufficiently complex so you have enough material to analyze and thereby demonstrate your ability to apply the many principles and techniques from the course to provide meaningful insight into what occurred.

A proposal for your paper topic is due for approval and feedback by 11:59 pm on October 6th. The proposal can be as short as a paragraph. One group member should submit it via Blackboard. The TA or I will provide approval/denial and some feedback and respond.

The paper should typically begin with a couple pages to set up and describe the situation and then devote the remaining pages to a focused, thoughtful, and insightful analysis of that case using the concepts and principles that have been covered in the class. This analysis should make explicit connections to material from the course to provide meaningful insight into the events that occurred.

Questions to answer during this analysis include: What went wrong/well, why? What could have been done differently? How was the process linked to the outcome?

(25%) Paper Quality. Grading of the paper will focus on your ability to use concepts from class to analyze a negotiation, as described above, and offer thoughtful insights that can help readers understand the case in question.

(5%) Peer Evaluation. Evaluations of each team member's contribution to the group project are due on the same day as the final paper deadline. A template for you to complete these peer evaluations will be posted online for you to download, complete, and submit.

Remember that the purpose is to demonstrate what you have learned. In the summary of what happened, you do not need an exhaustive description – in fact, you will not have the space to provide one! You will need to decide which facts of what happened are relevant to the important lesson(s) you learned. Focus on the critical factors that affected the negotiation situation and outcomes.

There is a tendency in this type of paper to try to explain as many concepts or ideas as seem relevant. Don't fall into this trap! If you try to explain too many ideas, you will not be able to discuss/explain any of them in enough depth to really demonstrate your ownership. Stick with a few core concepts that you see as most central to the negotiation you are analyzing.

Use the concept/idea/theory to analyze what happened in the negotiation. The other half of demonstrating ownership with the central concepts/ideas/theories in our course material is to be able to apply them successfully and insightfully. That application may include using the concept/idea/theory to explain why what happened in the negotiation happened. It might include using the concept/theory/idea to explain how or why the negotiators might have behaved differently, and what would have happened if they had. It is critical that you USE concepts, ideas, or theories to drive your analysis of what happened in your negotiation.

MOR-571: LEADERSHIP AND EXECUTIVE DEVELOPMENT

Fall 2023 DRAFT

MOR-571: LEADERSHIP AND EXECUTIVE DEVELOPMENT

Monday 2:00-4:50pm JKP 112

Spring 2023 Professor Chris Bresnahan *(Draft)*

ABOUT THE COURSE

Why are you taking this course? Are you currently in a leadership role and want to get better at it? Are you considering moving into a leadership (management) role and want to understand what you are getting into? Have you become cynical as a result of experiences in poorly led organizations and perhaps determined not to become that kind of leader yourself? If so, you are in the right place. While the word “Leadership” has a magical ring to it, as if it is a remarkable gift bestowed on a special few, many years of research suggest otherwise. Most of the skills required for effective leadership can be learned.

Unfortunately there is no secret formula, one best way, or simple solution to either leadership effectiveness or leadership failure. Finding your own path to success in a leadership role requires that you understand the challenges that leaders face, the various ways these challenges might be approached, and how you can acquire the skills you need meet them effectively. That’s what this course is about.

Extensive research suggests that the central challenge of leadership is creating a context for other people to be successful in achieving the organization’s mission. Meeting this challenge depends on how leaders face five primary demands that are present in all leadership roles:

- *setting and communicating direction,*
- *aligning people behind the direction,*
- *developing the temperament to handle the stress, ambiguity, and conflicts inherent in the job,*
- *setting and living values,*
- *and growth of self and others.*

These five demands are the organizing principle for this course. We will examine each of them using cases, articles, video, lecture, discussion, interviews, and guest speakers. My expectation is that you will leave this course not a better leader, but with an understanding of what it will take to become a better leader.

Before you commit to taking the course, please consider the following. You will need to keep up with developments and be prepared to go with the flow. Because the course is highly interactive, your level of engagement will determine a third of your grade. You need to be willing to share with your classmates aspects of your background, career experiences, and strengths and weaknesses, and be a receptive and trustworthy listener when your classmates share theirs. And, because MOR-571 is designed like an executive development program and each session is a module devoted to a specific content area, there is a premium on showing up, being prepared, and fully engaging with the class, guests, issues, and me. **If you are unwilling or unable to accept these conditions, I ask that you not take the course.**

EXPECTATIONS AND EVALUATION

During class please put cell phones on stun, and turn off laptops, Blackberries, blueberries, iPhones, things that beep, iPods, and any other distractions!

Grading will be based on three components: how actively you engage the course, a team project at the mid-term, and a final case analysis.

1. ENGAGEMENT (1/3):

- Showing up
Have you attended class regularly, arrived on time ready to work, stayed to the end, and appeared to be with us in both body and spirit? Attendance will be taken very seriously. As is done in the EMBA program, a sign-in sheet will be passed around in every class (please note, it is an honor violation to sign in for another student!) Attendance is especially critical the last week of class (for sharing of life maps), and will count heavily that day, so plan accordingly.
- Contribution to the class
Have you been a part of creating a constructive and lively classroom atmosphere? Have you added to the conversation by contributing your ideas, building on the ideas of others, and constructively challenging assumptions? Is it clear from your comments that you have read and understood the material? Did you ask thoughtful questions of our guests and take advantage of your time with them?
- The opposite behaviors, or distracting the class by grandstanding, repetition, talking for its own sake, etc., will count against you.
- Contribution to the team
Have you contributed fully to the team assignment (as reflected in a peer rating)? Were you a good listener and respectful colleague in the small group discussions?
- Have you done the assignments along the way and turned them in on time and in acceptable form? Deadlines will be specified in the course syllabus.

2. MID-TERM TEAM PROJECT (1/3): The purpose of the mid-term paper is to develop your ideas about some aspect of leadership important to you and your team. After identifying a leadership topic of interest, the team should develop a common interview format based on concepts from the course, your personal experience, and your personal interests. Each member of your team should select at least one effective leader to interview. Teams of less than five members still need to conduct a minimum of five interviews. After the interviews are completed, the team should write a paper of no more than 5 double-spaced pages that a) identifies the major themes from the interviews, b) integrates the results around those themes, and c) draws some conclusions about leadership. A (no more than) one-page synopsis of each interview should be attached to the paper. I will provide some additional guidance in class. A team ideally consists of five members, but in no case fewer than four or more than six. There will be a deadline for team creation. Keep in mind: diverse teams often do better on these papers.

3. FINAL PAPER (1/3): The final in this course will be a case analysis. The case materials will be distributed in class at the end of the term and you will have one week to complete your analysis (so plan accordingly). This paper should draw on material from the entire course.

**MOR 572
Leadership and Self-Management
Fall 2023**

**Marshall School of Business
University of Southern California**

Professor Chris Bresnahan, Ph. D
Department of Management and Organization
E-mail: chris.bresnahan@marshall.usc.edu
Time: Monday, 6:30 – 9:30pm

Course Objective:

Successfully leading an organization first requires managing yourself—your thoughts, emotions and actions, and this course is designed to give you essential skills for effective self-management in these different areas. The course will be broken down into three components of self-management: a behavioral component, an interpersonal component and an intrapersonal component. By learning how to manage your thoughts, emotions and actions at the interpersonal and intrapersonal level, you will be able to address issues of complexity, stress and uncertainty with more clarity and purpose. You will be developing skills for improving your leadership effectiveness and personal life throughout this course, with the end goal of being able to create a visionary or mission statement for managing yourself within leadership positions.

Course Description:

Managers Learning to Manage Themselves
The Costs of Imbalance
Behavioral Aspects of Leadership
Interpersonal Aspects of Leadership
Intrapersonal Aspects of Leadership
The Self-Management Solution

Textbooks:

Toogood, *The Articulate Executive: Learn to Look, Act, and Sound Like a Leader*
ISBN # 0070653380
Luntz, *Words that Work* ISBN # 1401302599
Seligman, *Authentic Happiness* ISBN # 0743222970
Patterson, Grenny, McMillan & Switzler, *Crucial Conversations* ISBN # 0071401946
Bramson, *Coping With Difficult People: The Proven-Effective Battle Plan That Has Helped Millions Deal with the Troublemakers in Their Lives at Home and at Work* ISBN # 0440202019
Kabat-Zinn, *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain and Illness* ISBN # 0385303122
Csikszentmihalyi, *Good Business* ISBN # 0670031968
Bennis, *On Becoming a Leader* ISBN # 0738208175
Boyatzis & McKee, *Resonant Leadership* ISBN # 1591395631
Quinn, *Deep Change: Discovering the Leader Within* ISBN # 0787902446
(many of these are available via Amazon's used book section)

Grading (subject to change):

Five written assignments/Reaction Papers	20%
Five short quizzes	25%
Class participation	15%
In class presentations	5%
Term Paper (due at time of scheduled final examination)	<u>35%</u>
	100%

Writing Assignments:

You will be asked to complete five one to two page, single-spaced assignments in this course. Three of these assignments will be mandatory, as noted on the syllabus, while two are to be completed on assignments and exercises from class that you choose. These assignments are expected to demonstrate an understanding of the material that was covered in the reading for that week, integrate material from the lecture and apply this material to an issue that is current within your working environment. Ideally, they are your reaction to this material, and display some deeper level of understanding than what has been presented. The course material is not static; you are expected to apply it in order to learn the value of the topics in the course.

Five Quizzes:

There will be multiple, unannounced quizzes throughout the semester (roughly eight). Due to the volume of reading, I will emphasize the material to focus on in lectures, and material for the quizzes will be pulled from the material that is emphasized. The quizzes are to ensure that the reading is done for the course, and prepares students to engage in the discussion in the lectures. Only five quizzes will count towards your overall performance.

Class Participation:

Class participation is crucial in order to truly work with the material that is covered in the class. To display understanding of the material (in language that you as a student are comfortable with) shows that you are attending to the material and willing to engage in discussions about how you can manage yourself more effectively. Participation is weighted this heavily because I view this class as part lecture and part experiential learning/workshop format. This format requires extensive participation from students in order to be successful.

In Class Presentation:

Each student will be expected to present materials from a group exercise, an activity or other such in class exercise. There will also be an evaluated individual presentation. These presentations will force students who are not comfortable presenting new material in a group to practice this skill and become more adept at group interactions. Also, this will allow students who are adept at presenting to help other students who are not as fluid in front of groups.

Term Paper:

The final assignment, which is due the day of the final, is a paper that integrates the material from the course into a cohesive whole. More will be said about this project as the semester moves forward; at this point, it is suffice to say that it is a 12-15 page paper that applies the material from the course in a way that makes it make sense to the student.

MOR 579: The Business of Sports Entertainment

Fall 2023

Monday & Wednesday 11:00-12:20

Location: JKP 204

This course offers a unique perspective about the business of sport by exposing students to specific managerial challenges and issues facing industry leaders.

It does so by blending assigned readings, current developments in the sports-business industry, and guest speakers.

In order to address the flow of funds in the sports industry, the course examines the six most critical entities influencing the business of sport: (1) Professional sports franchises and leagues; (2) Amateur athletics, including collegiate sports; (3) Major special events such as the Olympics and World Cup; (4) Corporate America; (5) The media; (6) Sports anchored real estate; and (7) The public sector. This examination of the flow of funds requires close consideration of numerous industry stakeholders, ranging from network television and new media executives, corporate marketers and collegiate athletic department administrators, to elected officials and sports economists.

With the domestic sports business industry estimated at \$500 billion dollars annually, and the global sports business industry estimated at \$1.5 trillion annually, qualified professionals are required to manage this growing industry.

This course provides prospective sports management professionals with the insight necessary to establish successful careers in the sports business by applying the knowledge gained from the GSBA core curriculum to this industry. Completing the GSBA core will enable students to examine sports industry accounting methods, its financial and marketing strategies, as well as planning concerns and managerial philosophies.

Recommended Preparation: Completion of all GSBA core classes

Instructor: David M. Carter

Office Hours: By Appointment

Phone: (213) 434-1070

E-Mail: david.carter@marshall.usc.edu

COURSE MATERIALS

Required: *USC custom publishing package* of selected readings; and
The Sports Business Journal

LEARNING OBJECTIVES

After successfully completing this course, students should be able to:

- 1) Comprehend the process involved in making managerial decisions in the sports management industry; requires knowledge of industry stakeholders as well as understanding of industry terms and concepts;
- 2) Analyze, evaluate, and critique the strategic decisions of key industry participants;
- 3) Devise a comprehensive strategy, including realistic recommendations, for an industry participant; and
- 4) Demonstrate orally and in written form the ability to analyze the sports management industry and provide strategic direction for industry participants.

GRADING

Students will be evaluated and course grades determined in accordance with the GSBA Dean's standard for graduate elective courses. This standard dictates a maximum grade point average of 3.50.

Note: Students are expected to conform to all university policies regarding academic integrity. Indiscretions and/or excuses will not be tolerated.

GRADE COMPONENTS

1)	Term Project		
	5 page proposal	50	
	Written report	150	
	Group presentation	<u>150</u>	
			350
2)	Exams		
	Exam #1	200	
	Exam #2	<u>200</u>	
			400
3)	Contribution & Professionalism		
			<u>250</u>
			1000

MOR 588: CORPORATE STRATEGY AND COMPETITIVE DYNAMICS

Professor Peer C. Fiss, Fall 2023, Monday and Wednesday, 12:30 to 1:50 pm JKP 204

Course Description and Objectives

The business landscape has undergone major transformations in the past decade. New organizational forms, including platforms and ecosystems have become dominant and legacy companies have fought aggressively with M&A and restructurings. The success of these strategies depends on the degree to which companies can influence competitive conditions through pre-emptive and other tactics. Change and renewal are continuous. This course explores the various modes of corporate development available to managers to drive growth and change. The course objectives are as follow:

1. Arm you with tools to select the appropriate corporate strategy in each situation
2. Understand a variety of different business models and forms of competitive dynamics
3. Develop a framework for selecting and executing mergers and acquisitions
4. Acquire a comprehensive understanding of corporate leadership, renewal, and change
5. Show command of these skills by developing a strategic proposal for a real-world firm

This is an applied, case-based course with accompanying readings to help structure your thinking. I will provide you with preparation questions prior to each session. I chose the readings to provide a starting point for analyzing the case, but I encourage extension of these ideas, as we will apply them in an integrative fashion in the discussions. Given the nature of the course, we will also apply the lessons from the cases to understand the challenges and implications of relevant recent and on-going issues. Since corporate development is a complex phenomenon that we can only discuss in parts, it is important that you evolve your own mental framework throughout the course.

Course Requirements and Evaluation

Class Participation	15%
Two Executive Memos	20%
Group Project	45%
Final Assignment	20%

Regular attendance and participation are critical to successfully completing this course. I expect you to actively participate during class sessions and encourage you to prepare for class with your classmates. During class sessions, I will 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.

For the memos, you will select two (2) cases that will be covering during the term. For each of them, you will prepare an executive memo on what has happened since the end of the case. The report should not exceed two pages double-spaced.

For the group project, I will again secure the cooperation of a corporation, allowing you to apply your learning from the course to a real-world context that is interesting, current, and relevant. The last two years I was able to enlist the USC Credit Union, a financial institution with assets of more than half a billion dollars, and of APM Studios, the podcast division of American Public Media, and I plan to again have a similar organization for your corporate strategy project. Their top executive such as their CEO or COO will join us in class and will also be there for the final presentations where we will pick the winning project and provide feedback.

See you in my class!

MOR 598 – Leadership and Improvisation

Fall 2023 – 2 hours and 50 minutes once a week (TBA) – 3 Units

Professors: Scott S. Wiltermuth (Marshall) & Zachary Steel (Dramatic Arts)

Offices: HOH 405 (Wiltermuth), JEF 208 (Steel)

Emails: wiltermu@usc.edu; zsteel@usc.edu

Office hours: by appointment

Course Description

This course explores leadership through improvisation. It is co-taught by Marshall and the School of Dramatic Arts. Its main purpose is twofold: to give executives the opportunity to work on their leadership skills through improvisation and role-playing exercises, and to use improvisation as a tool to understand the leadership process and reflect on one own's leadership development. The course gives leaders the tools to lead with a more open, agile, and flexible approach so that they can meet unexpected challenges, inspire their teams, and thrive in times of uncertainty. The first half of every session consists of basic and advanced improvisation exercises prepared and delivered by the School of Dramatic Arts. The second half, conducted by Marshall, is devoted to discussing how the improvisation exercises from the first half can inform both the understanding of leadership and the development of one own's leadership skills.

Learning Objectives

Upon successful completion of the course, students will be able to:

1. Lead and make decisions in an open, agile, and flexible way.
2. Foster creativity in groups.
3. Interact spontaneously with others in leadership contexts.
4. Communicate effectively in changing environments.
5. Explain the connections between leadership and theater.
6. Evaluate and apply key leadership theories in different leadership scenarios.

Prerequisites and/or Recommended Preparation:

None

Course Notes:

This class will be offered credit/no credit. All copies of lecture slides and other class information will be posted on Blackboard.

Grading Policies:

Personal reflections (20 pts)	(20%)
In-class activities (15 pts)	(15%)
Extended improv exercise (Midterm – 15 pts)	(15%)
Final jam (improv exercise) (20 pts)	(20%)
Final take-home paper (30 pts)	(30%)