

**MOR 554:
LEADING INNOVATION & CHANGE**

**MOR 554:
MANAGEMENT CONSULTING
PROFESSOR MICHAEL MISCHE**

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- Date:** May 22, 2019
(Revised 6/12/19)
- Section:** 16700
Semester: Summer 2019
- Class Meets:** Wednesday Evening
- Class Dates:** First Class: 05/22/19
Last Class: 07/31/19
Class Time: 6:00 – 10:00 PM
- Classroom:** JFF 233
- Final Exam:** 07/31/19; 6:30 to 10:00 PM
Required; 60% of Grade
- Professor:** MICHAEL A. MISCHE
Office: HOH 415, also JKP /JFF
Courtyard before classes
- Office Phone:** 213.740.7540
Facs: 213.740.3582
- Office Hours:** Wednesday & Thursday 2 to 6 PM- HOH 415. Also:
- As posted on Black Board!!
 - 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).
 - Teaching Assistant hours as posted on Black Board
- Email:** mische@marshall.usc.edu
- Mobile:** Provided in the class
- Text/Reader:** Required. See Section 5.0.
- Team Projects:** Yes; Required; 40% of Grade

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

1.0 COURSE DESCRIPTION

“If a company had only one competency, it must be the ability to innovate.”
Peter Drucker

Apple, Intel, Disney, Tesla, Boeing, Amazon, and Siemens occupy different industries and present very different value propositions to their markets, investors, and customers. Yet these companies all share two characteristics: (1) the ability to *innovate*, and (2) the ability to successfully *change*.

WELCOME TO MOR 554! This is a course about how firms go about the process of *leading* to create, manage, and implement innovation in organizations. For long term sustainability and self-determinism, innovation is the most essential and perhaps, the most fragile, competency that a company can have. History is all too clear in its warning: firms, governments, nations and societies that fail to innovate, invariably and inevitably, fail. Innovation is a great driver of survival, change and transformation and as such, innovation must be a core competency of any great organization, government or society and endemic to the culture of the organization and its leadership.

Please read this syllabus carefully and completely as it contains important information about this course, it's objectives, grading, workloads, and overall expectations. THANK YOU and FIGHT ON!

2.0 MEET YOUR PROFESSOR

Hello Everyone! I'm Professor Michael Mische. I'm originally from Pennsylvania, and I have my BS "with honors" in 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 554, 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.

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 successfully compete 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. Here's some of my research and publications:

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).

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

3.0 COURSE OBJECTIVES, ORGANIZATION & SUBJECT MATTER

3.1 Course Description

MOR 554 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. MOR 554 is not a course on “how to be individually innovative or creative.” MOR 554 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 and competitive change.

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 well as competitive, cultural and performance change. As this is a “landscape” approach to leading innovation, we discuss a spectrum of innovation and R&D concepts, accelerating innovation, the strategic benefits of “open” v. “closed” innovation, third-party innovation, and other strategic and operational innovation-related issues in the context of the boardroom and what it means to innovate and the factors that define success and failure.

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

1. What is innovation?
2. How can the organization use innovation to create competitive advantage?
3. What is (or should be) an organization’s strategy for innovation?
4. How can an organization create and sustain innovation?

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

3.2 Course Objectives

As with all courses, there are many objectives for MOR 554. The primary **objective** for this class is simple: *prepare you and place you in a more competitive position with respect to creating, managing and leading innovation for competitive advantage and organizational change.* MOR 554 readings, course content and exercises have been carefully selected and structured to support these desired learning outcomes. Using these objectives, and the resources of this course and USC, upon successful completion of this course students will be able to:

MOR 554- COURSE OBJECTIVES
1- Demonstrate basic executive competencies & professional acumen as related to innovation.
2- Explain key innovation and change concepts.
3- Apply critical thinking to innovation and how innovation can enable change exercises.
4- Apply hypothesis problem diagnosis & problem solving skills.
5- Describe of innovation and how innovation creates strategic and economic advantages.
6- Describe your understanding of the various types of innovation and sources of innovation.
7- Articulate and advance your managerial acumen as related to the application of course concepts and results from the ELC & Exercises for innovation.
8- Describe your expertise, knowledge and proficiency of the various tools and methods available to initiate and lead strategic innovation.
9- Demonstrate your critical thinking, analytical skills and hypothetical problem solving capabilities as applied to course concepts and content related to innovation and leading innovation.
10- Explain the basic concepts related to managing innovation in different industries and scenarios.
11- Describe how to best measure innovation and allocate limited resources to innovation to generate optimal results.
12- Effectively access and utilize research and literature in innovation.
13- Effectively apply course concepts to innovation problems and scenarios.
14- Discuss and apply innovation in a strategic context.
15- Apply innovation concepts to strategic & societal change.
16- Effectively collaborate on a consulting team via exercises.
17- Effectively communicate complex problems & solutions.

3.3 Course Organization

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: COURSE DESIGN



Complementing the academic and lecture concepts of course are a series of assignments, exercises, ELC simulations.

Specific course content by module includes, but is not limited to the following:

MODULE 1.0: 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. Some of the topics addressed in this module include, but are not limited to:

- (1) Defining innovation, understanding the role of innovation,
- (2) Understanding the relationships between innovation and organizational culture, innovation and organizational performance,
- (3) Understanding how to use innovation in competitive strategy,
- (4) Defining exploration vs. exploitation in innovation, and
- (5) Defining disruptive, destructive, incremental and displacement innovation.

MODULE 2.0: FRAMEWORKS- CREATING INNOVATION & PRODUCTS

In this module, we discuss the process of leading the innovation effort to create products and processes. Some of the topics addressed in this module include, but are not limited to:

- (1) Identifying and understanding the sources of innovation,
- (2) Defining the strategic intent and implications of transformational, episodic and transactional innovation,
- (3) Defining and discussing a standard PDP phase gate methods vs. spontaneous methods for managing innovation and product development,
- (4) Leading practices designed to foster creativity, open innovation vs. closed innovation,
- (5) Identifying and assessing internal barriers to innovation and how to best address resistance, and
- (6) Assessing the strategic and financial impact of innovation.

MODULE 3.0: LEADING INNOVATION & CHANGE

In this module, we examine leadership and management behaviors and the dynamics and challenges related to leading innovation in a modern organization, nation and society. We rigorously explore various “models” for innovation and frameworks for managing innovation and how to best implement and lead for innovation strategic advantage and organizational change. Some of the topics addressed in this module include, but are not limited to:

- (1) How to form high-performance innovation teams,
- (2) Diagnosing and remediating, if necessary, innovation team behavior & dynamics,
- (3) How to manage innovation teams for high-performance results,
- (4) How to best measure team performance,
- (5) Factors and considerations in selecting team members and managing innovation teams,
- (6) How and when to deploy incubators and accelerators,
- (7) When to consider and best use incubators and accelerators,
- (8) How and when to use DARPA, “Skunk Works,” and Accelerators for innovation organizational constructs for innovation,
- (9) How to identify, assess and address organizational, individual bias, legal, and cultural impediments to innovation, and
- (10) Assessing environmental factors and how they affect innovation,

MODULE 4.0: UNDERSTANDING THE SOCIAL IMPLICATIONS OF INNOVATION

In this module, we examine the social implications of innovations as related to:

- (1) How innovation and society interact,
- (2) Examining ethical issues of innovation,
- (3) Determining the role of social entrepreneurship and innovation,
- (4) Creating social innovation,
- (5) Disruptive innovation’s impact on society, and
- (6) Sustainability issues in innovation.

The various topics and weekly schedule of readings, assignments and cases by module can be found in **Section 12.0** of this syllabus and is also published and updated on Black Board (BB).

4.0 EXPECTED LEARNING OUTCOMES

MOR 554 is oriented to the practical business matters of innovation, leading innovation and creating change and competitive advantage through innovation. This course will help you develop skills and thought processes related to leading innovation for strategic advantage and change in both business and society. At the conclusion of the course, you should have a **proven** knowledge and basic managerial skill set of how to manage and lead innovation for strategic competitive advantage in an organization and for societal change and value.

To help you track and assess your individual learning and progress, complete this little exercise. Rate your competencies and knowledge for each of the below on a scale of 1=low to 5= high on a before taking the class and after taking the class and see how much you learned and progressed.

MOR 554- SELF ASSESSMENT COURSE LEARNING OUTCOMES	BEFORE CLASS	AFTER CLASS
MOR 554- COURSE OBJECTIVES		
1- Demonstrate basic executive competencies & professional acumen as related to innovation.		
2- Explain key innovation and change concepts.		
3- Apply critical thinking to innovation and how innovation can enable change exercises.		
4- Apply hypothesis problem diagnosis & problem solving skills.		
5- Describe of innovation and how innovation creates strategic and economic advantages.		
6- Describe your understanding of the various types of innovation and sources of innovation.		
7- Articulate and advance your managerial acumen as related to the application of course concepts and results from the ELC & Exercises for innovation.		
8- Describe your expertise, knowledge and proficiency of the various tools and methods available to initiate and lead strategic innovation.		
9- Demonstrate your critical thinking, analytical skills and hypothetical problem solving capabilities as applied to course concepts and content related to innovation and leading innovation.		
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14- Discuss and apply innovation in a strategic context.		
15- Apply innovation concepts to strategic & societal change.		
16- Effectively collaborate on a consulting team via exercises.		
17- Effectively communicate complex problems & solutions.		

5.0 COURSE TEXT, STUDENT SUPPORT & RESOURCES

5.1 Required Resources

MOR 554 uses a **Harvard Course Reader**. I have selected readings and organized the Course Reader to support the concepts and key themes of MOR 554. The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester. The Course Reader is MANDATORY. I update the Course Reader each semester for new articles and readings that are more “on point” and or more appropriate for the evolving needs of the course. The Course Reader can be purchased and downloaded by pasting the link below into your browser:

HBSP URL <https://hbsp.harvard.edu/import/631981>

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.

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

5.2 Additional Resources (Non-required)

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

- a. Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
- b. Poulfelt & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts*. Routledge. (2018). ISBN-978-1-138-12428-8.
- c. USC'S 5-Step Critical Thinking Initiative
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- d. USC's Statement of Ethics https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- e. AICPA Code of Professional Conduct
- f. <http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- g. Institute of Management Consultants: <http://www.imcusa.org/?page=ETHICSCODE>
- h. USC's Final Examination Schedule: <https://classes.usc.edu/term-20191/finals/>

5.3 Exam Preparation & Additional Student Support

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:

- a. **Scantron Forms**. Unless otherwise stated, all exams will be in the form of multiple-choice using a Scantron (or equivalent) answer key. Exams will be electronically scored and graded. Scantron forms are provided to you. Please bring a #2 lead pencil for the exam!
- b. **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. What's in the SG is on the exam...simple.
- c. **In-class Review**. Usually, the class immediately preceding the scheduled midterm or final examination is dedicated to reviewing for the scheduled exam.
- d. **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.
- e. **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!!
 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...most 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...great grades follow great learning!

6.0 PERFORMANCE ASSESSMENT & GRADING CRITERIA

6.1 Performance Assessment

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

Your final grade is not based on a USC mandated GPA curve, but on your individual performance, the performance of the class as a whole, and your relative performance as compared to the performance of the other students. Historically, the average grade for this class is about a “B+” (3.4 to 3.6), however, there is no guarantee that this class and this semester will perform at, below, or above the historical averages.

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

6.2 Grading Criteria & Key Dates

This course has four grading components: three exams: (1) Quarter Exam-1; (2) Midterm Exam-2; and (3) Final Exam-3, and (4) a series of Team-based Exercises. Exams compose 60% of your final grade and the Exercises comprise 40%. You are advised to consider the Exercises as equivalent to the exams.

- All four components are required of each enrolled student in order to receive a grade. Failure to take an exam may result in a failing grade for the exam.
- Make-up exams can be scheduled for the Quarter Exam and Midterm with advanced notice.
- A final exam is required of all students. Failure to take the final exam may result in a failing grade, an “incomplete” or “missing grade” and will require approvals and rescheduling.

Student performance assessment criteria, grading composition and key dates for this class are summarized below:

MOR 554	WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Grading Event	DATE	5/22	5/29	6/5	6/12	6/19	6/26	7/3	7/10	7/17	7/24	7/31
Form Teams			√									
Exam 1- Quarter	15%					√						
Exam 2- Midterm	20%							√				
Exam 3- Final	25%											√
Sub-total:	60%											
Exercises												
Exercise- 1	10%			√								
Exercise- 2	10%						√					
Exercise- 3	10%								√			
Exercise-4	10%										√	
Sub-total:	40%											
Total:	100%											
Note: Exercises will be posted on BB												

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

Please see the Course Calendar in Section 12.0 (and also posted on BB under “Syllabus”) for the planned due-dates of the exams and exercises.

6.3 Exam Date, Design, Exercises & Format

There is a final exam for this class. The final exam comprises 25% of your final grade.

Final Exam Date: Wednesday, July 31, 2019

It is your responsibility to verify the exam date, time and location via BB postings and USC’s schedule of final exams.

Collectively, exams represent **60%** of your final grade. I view exams and exercises as positive experiences for both the student and professor. The exams are intended to allow you 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, dilemmas and management decisions and choices. Generally, my exams are organized into three, (sometimes four sections) and are multiple choice:

- (1) Course Concepts & Theory (standard component),
- (2) Cases & Readings (standard component) and
- (3) Applied Reasoning & Critical Thinking (standard component).

Unless otherwise stated, all exams are closed book, no notes, laptops, no collaboration, 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 ensure complete objectivity and independence in the grading process while maintaining the confidentiality and privacy of each student.

The exercises are designed to allow you generate, apply and test your critical thinking and problem solving skills and further develop your collaborative teamwork skills. Exercises are “real-world” based and can be considered as the written component of your course performance assessment. Exercises require you to apply course concepts, consulting terms, behaviors, frameworks and models to a series of complex consulting situations that are factual and case-based. Below is a description of the various

elements and components of the exams and exercises:

ASSESSMENT METHODS	ASSESSMENT	METHOD
	EXAM-BASED	EXERCISE BASED
Component Weighting	60%	40%
Number of Exercises	3	3 to 4
Multiple Choice- Exams	√	
Theory & Concepts	√	
Readings & Cases	√	
Applied Reasoning	√	
Calculations	√	
Problem-based Solving- Critical Thinking	√	√
Written Responses		√
Grading Rubric		√
In-clsass Presentations		√
Calculations	√	√

6.4 General Requirements & Allowable Exceptions

As per USC rules, no exceptions to taking the final exam shall be granted unless previously approved, in writing, by the appropriate USC academic unit. You are completely responsible for attending the final examination on the date published by USC...please do not ask me for any special consideration unless you specifically satisfy the conditions established by USC for scheduling conflicts, religious observances, illness, hardships, documented emergencies, etc. Specifically, please note:

- a. **Conflicts.** Students should plan in advance to avoid scheduling conflicts in their final examinations. Airline reservations, cheap fares, vacations, etc. are not recognizable conflicts. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation, the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or testing@usc.edu) for assistance.
- b. **Extended Dates.** Due to USC policies and grading instructions, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.
- c. **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.
- d. **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 withdrawal.

6.5 ELC Simulation, Exercise Design & Format

Complementing the objectives and concepts of MOR 554 are a series of specialized team-based Exercises and ELC-Simulations involving the formulation of innovation strategies and hypothesis-driven problem solving for leading innovation and change. The Exercises and the ELC experiences are 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.

Combined, the team exercises and the ELC sessions represent **40%** of your final grade and you are advised to consider exercises equivalent to formal examinations. There are three types of exercises:

1. ELC Simulation-based,
2. Research and Presentation-based, and
3. Scenario-based.

Generally, the exercises are team-based; however, individual exercises may be included in the class based on need. In this course, we use a combination of the three types of exercises to help us effectively understand and apply key course concepts.

In this class, we typically address a “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.

The BHP, ELC simulations and team-based exercises are designed to link course concepts to innovation or opportunities. Collectively, the exercises are 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 554 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. Attendance will be taken for all ELC sessions. Typical exercises/scenarios address a wide range of consulting subjects including, but not limited to:

MOR 554 TEAM EXERCISES
Typically, 3 to 4 assignments are posted, due in written & PPT form. Examples of exercises include, but are not limited to:
Applying Innovation Lifecycles to Industry/Company Lifecycles
Assessing Innovation Team Performance, Conflicts & Interventions
Designing Products & Applying PDP Methods
Designing Products for Customer Acceptance- ELC Session
Developing Innovation Strategies by Industry & Company
Measuring Innovation & Strategic Impact of Innovation
Assessing Internal Cultures & Capabilities for Innovation

6.6 General Grading Standards & Criteria

Your work will be evaluated based on the course objectives and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use multiple criteria and dimensions including, but not limited to:

1. **Hypothesis Driven Problem Solving & Critical Thinking** – Solving complex client problems requires hypothesis driven problem solving skills using abductive, deductive and inductive reasoning methods, as well as critical thinking.
 - a. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
 - b. **Perspective** – Did you establish a context & did you provide perspective for your finding, thought or conclusion...does that context reflect contemplative thinking and does it ‘paint a picture’ (going above & beyond the obvious correct answer)?
 - c. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
 - d. **Relevance** -- Does your work or comment bear on the subject at hand? That is, are you staying within the scope of the assignment or exercise? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
2. **Associative Thinking/Linkage** – To what extent are your work and comments logical to or with the issue or problem at hand, or scope and objectives of the assignment or project? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “Medici Effect” in your thinking? Are you effectively applying and/or integrating the course concepts in your problem-solving methods?
3. **Responsiveness** – To what extent does your work align with and satisfy requirements of the issue or problem at hand, or scope and objectives of the assignment or project?
4. **Analysis** – Have you employed the proper set of frameworks and analytical methods? To what extent have you properly used and applied key course concepts, method and frameworks and those of other disciplines in responding to the assignment or exam? Have you appropriately used or integrated concepts and methods from other courses?
5. **Data** - Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
6. **Compliance** – Is your work responsive and compliant to the requirements, scope and objectives of the assignment? Did you follow the instructions and does your work satisfy the directions for the assignment?

I will do my best to communicate my expectations for the various assignments as clearly as possible. Depending on the performance of the class and other factors, I may also publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare.

Generally, the exams are graded by TAs who are trained and authorized by USC to grade exams or are computer-based and graded automatically. However, I am fully responsible for assigning a 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 have questions or concerns about the grading of any assignment or exam, including your final exam and/or grade for the course, then *please* let me know within ten (10) days of the date the assignment or the date that grade is returned or made available 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 do my best to reevaluate your work and grade and get back to you with the result.

7.0 COURSE COMPONENTS

MOR 554 is composed of **7 course components**. Each component is designed to help support your learning and your learning experience. Collectively, the components align to support the particular objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 554. 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.
 - a. Come to class ready to work, participate, contribute, compete and have *fun*.
 - b. Lectures are important...most of what you will learn is lecture based.
 - c. The readings either “set the stage,” reinforce concepts, or provide a different perspective to the lectures...do the reading!
 - d. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.
 - e. Be prepared to be called upon...that is, be prepared for “cold calling.”
2. **Readings & Cases Component.** A HBSP Course Reader has been carefully designed for this class that provides a broad spectrum of ideas, concepts, research, and professional perspectives. The Course Reader is mandatory.
 - a. Come to class prepared to discuss assigned readings and/or aspects of the individual projects during designated classes.
 - b. 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.
3. **Exercises & ELC Simulations.** See Section 6.4 for a detailed description.
4. **Intellectual Component.** The component focuses on 4 dimensions of learning:
 - a. **Factual Knowledge** 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 is reflective knowledge about how we to go about solving problems and performing cognitive tasks.
5. **Office Hours & Individual Student Support Component.** I love teaching and ‘creating’ management consultants...nothing is more rewarding than to see my students successful.
 - a. My office is located in Hoffman Hall (HOH) Room 415.
 - b. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful.
 - c. 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...also always feel free to come to one of my other 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.

7. **Team/Peer Evaluations**

Each of you will have the opportunity to complete a peer evaluation of the members of your team with respect to the team exercises. 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 to come to me with issues about a team member....it's too late for me to do anything.

8.0 COURSE EXPECTATIONS

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. Here's a few tips to help you be successful in my class:

1. **Texting & Emailing.** Please don't text or email in class. Stay focused!
2. **Preparation.** Preparation is essential to success and I expect you to be prepared for each class and come prepared to participate, contribute and learn. Do the work! No excuses!
3. **Contribution.** This is a highly interactive course, which is reflective of the realities and the demands of management. I expect you to contribute and will **cold-call** you, so be prepared!
4. **Attendance.** Class attendance is absolutely essential. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit could adversely affect the student's final course grade. Students with an excessive number of absences may be in risk of failing the course. Only official university engagements and allowances, such as officially scheduled USC Marshall sponsored case competitions, sports events, etc. or illness, hardship, religious, etc. will be permitted as exceptions to this policy.
6. **Exams and Exercises.** Participate, contribute and prepare for all exams and exercises.

9.0 COURSE NOTES & POSTINGS

I use a Socratic and participative style of teaching. My teaching style is direct and therefore, lectures are **critical** and most of what you will learn will be from the classroom interactions and team-based exercises. Announcements, key dates, shared information, general feedback, commentary, lecture documents, notes, articles, supplemental course documents are posted on Blackboard (BB).

- a. It is your responsibility and **SOLELY** your responsibility to **frequently** check Blackboard (BB) for announcements, updates and materials and to also check your email for communications from me and to verify the date, time and location of assignments, exercise, ELC sessions, exams and the final exam.
- b. **DO NOT** rely on posting of notes or Power Point slides. I rarely use slides in my lectures and I rarely post any slides or notes.

10.0 ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES

10.1 Description

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

- a. **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).
- b. **Exercises & 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. The exercise component of your grade, which is predicated on team performance, is **40%** of your final grade and may include peer reviews. You may regard your team performance and each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. Exercises are posted on BB under “Assignments > Exercises.”
- c. **Exams.** As described in Section 6.0, there are three exams for this course. Exams are mandatory for all students. Exams are scheduled in the “Course Assignments” in Section 12.0 of this syllabus. If you are unable to make an exam, please let me know ahead of time and we’ll coordinate an alternative date and time.

10.2 Assignment Submission Policy

Assignments must be turned in on at the posted due date/time. Specifically:

- a. All formal assignments are due as specified and must be submitted in **HARD COPY ONLY** (*please!*). Due to the number of students, diversity of assignments, number of classes and scheduling of assignments, it’s impractical for me to download your coursework, thus, I cannot accept electronic copies unless prior approved (thanks for helping me out!).
- b. For all assignments please make sure that you **specify your course number and DAY and TIME** of course...that’s really helpful to me!
- c. 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).
- d. 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 400 Hoffman Hall by the start of class. You may also slide your work under my door at 415 Hoffman Hall or you may fax your work to me at 213.740.3582. Late or not, you must complete all required assignments or your grade will suffer.
- e. When submitting any and all work...including case write-ups, presentations, reports, exams, quizzes, etc. please make sure to provide the **LAST 4 DIGITS OF YOUR USC ID**, your course number and your class days (M/Tu/W/Th) on the paper, exam, exercise, assignment, etc. This really helps with the “record keeping!”

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 Summer semester, as posted in the syllabus (usually the last official day of the particular class).

10.4 ELC Session Make-up Policy

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

11.0 ADDITIONAL INFORMATION & SUPPORT SYSTEMS

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. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions.

- a. If you are texting I will politely ask you to stop; thereafter I will ask you to leave so as to allow you to text in privacy without the risk of disturbing other students.
- b. 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.
- c. 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.

11.3 Statement for Students with Disabilities

The Office of Disability Services and Programs www.usc.edu/disability 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. (www.usc.edu/disability). 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.

11.4 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

11.5 Emergency Preparedness/Course Continuity

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. See 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

11.6 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 dismissal from my class and a referral to USC's the Office of Student Judicial Affairs and Community Standards for immediate consideration. See <http://www.usc.edu/student-affairs/SJACS/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.

11.7 Plagiarism

Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" at <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See <http://policy.usc.edu/scientific-misconduct>.

11.8 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 See <https://engemannshc.usc.edu/counseling/>

11.9 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. See <http://www.suicidepreventionlifeline.org>

11.10 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. See <https://engemannshc.usc.edu/rsvp/>.

11.11 Sexual Assault Resource Center

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

11.12 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. See <https://equity.usc.edu/>.

11.13 Bias Assessment Response and Support

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

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

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

11.15 English Language Support Systems

Students whose primary language is not English should check with the American Language Institute which sponsors courses and workshops specifically for international graduate students. See <http://dornsife.usc.edu/ali>.

11.16 Disruptive Classroom Behavior

Disruptive behavior in the classroom will not be tolerated because it interferes with the learning process for other students and hinders the professor's ability to teach effectively. See http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

See next pages for the weekly course sessions calendar and assignments. Note, the Course Calendar with assignments is also posted on BB under "Syllabus."

NOTE!!!

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 and changes.

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

MOR 554: SUMMER 2019- WEEKLY ASSIGNMENTS & READINGS- PROF. MISCHE- HOH 415					
Date	Session	Day	TOPIC/SUBJECT	Prod. Code	Source
PART 1.0: UNDERSTANDING INNOVATION					
5/22	1	W	INTRODUCTION TO MOR 554		
			Course Objectives & Expectations		
			Student Performance Assessment		
			ELC, BHP & Exercises		
			Intro. To Strategic Innovation	2206BC	CR
			Disruptive Innovation for Social Change	R02612E	CR
			Putting Innovator's DNA in Practice	8386BC	CR
5/29	2	W	CONCEPTS, TERMS & BASIC FRAMEWORKS		
			Exploration vs. Exploitation, Module Note	614004	CR
			The DNA of Disruptive Innovators: The Five Discovery Skills That Enable Innovative Leaders to	8369BC	CR
			Dynamic Ambidexterity: How Innovators Manage Exploration and Exploitation	BH815	CR
			Beware of the Next Big Thing	R1405B	CR
			<i>Optional- Mische, "Innovation," Paper on Blackboard</i>	BB Posting	Blackboard
6/5	3	W	DISRUPTIVE INNOVATION: A STRATEGIC COMPETENCY		
			IDEO: Human-Centered Service Innovation	615022	CR
			What is Disruptive Innovation?	R1512B	CR
			Disruptive Technologies: Catching the Wave	95103	CR
			How Useful is the Theory of Disruptive Innovation	SMR 536	CR
			<i>DUE- EXERCISE 1- BP's Office of the Chief Technology Officer: Driving Open Innovation</i>	KEL 366	CR
6/12	4	W	Product Develop Processes (PDP)		
			Six Myths of PDP	R1205E	CR
			Product Development Fundamentals	617024	CR
			Open Innovation and the Stage-Gate Process: A Revised Model for New Product Development	CMR460	CR
			A More Rational Approach to New-Product Development	R0803G	CR

			MODULE 2.0: CREATING INNOVATION & THE BDP		
6/19	5	W	SUCCESS & FAILURE IN INNOVATION- Case Skitout		
			Measuring & Managing Innovation Strategy with Innovation BSC	B0707A	CR
			Why Most Product Launches Fail	F1104A	CR
			Build an Innovation Engine in 90 Days	R1412C	CR
			<i>DUE- EXERCISE 2- Analyzing Work Groups- Merit Case</i>	407032	CR
6/26	6	W	ELC SESSION- 6:30 to 8:00; Class 8:15 - 10:00		
			<i>Pre-work: Managing Multiparty Innovation</i>	R1611E	CR
			<i>Pre-work: Assemble the Dedicated Team: Seven Common Traps to Avoid When Building an</i>	7055BC	CR
			<i>Pre-work: 4 Ways to Build an Innovative Team</i>	HO462Y	CR
			6:45- 8:00: Run Simulation		
			8:00-8:15: Break		
			8:15-8:45: Debrief		
			8:45 - 9:30: Mid-Term Review Session		
			Study Guide for Midterm issued on BB on/about 6/30 7/1		
7/3	7	W	MID TERM EXAM: MULTIPLE CHOICE		
			Case: Shanzhai Mobile Phone Cos: The Guerrilla Warfare of RD & SCM	GS75	
			Case: GE's ecomagination Challenge: An Experiment in Open Innov	B5672	
7/10	8	W	SOURCES OF INNOVATION & MODELS		
			Special Forces Innovation: How DARPA Attacks Problems	R1310C	CR
			Corporate Accelerators: Building Bridges Between Corporations and Startups	BH744	CR
			Administering & Governing Innovation	3446BC	CR
			Closed Innovation- Reckitt Benckiser Case	311116	CR
7/17	9	W	OPEN INNOVATION		
			Entrepreneurship Reading: Leading Breakthrough Innovation in Established Companies	5272	CR
			GE's ecomagination Challenge: An Experiment in Open Innovation	B5672	CR
			Open Innovation at Siemens	613100	CR
			<i>DUE- EXERCISE 3- Apple Watch: Managing Innovation Resistance</i>	W18034	

MODULE 3.0: LEADING INNOVATION & CHANGE					
7/24	10	W	MANAGERIAL & STRATEGIC CONSIDERATIONS		
			Central Dilemmas of Managing Innovation in Large Firms	CMR152	CR
			Diagnosing a Firm's Internal Environment for Corporate Entrepreneurship	BH581	CR
			Innovation Metrics	4556BC	CR
			How to Catalyze Innovation in Your Organization	SMR616	CR
			Electrolux AB: Managing Innovation	W14500	CR
7/31	11	W	FINAL EXAM: As Scheduled By USC		
			How GE Appliances Built an Innovation Lab to Rapidly Prototype Products	HO3RWR	CR
			Mandatory for all students...no exceptions		
			Usually multiple choice w/ 33 to 50 questions		
			See Syllabus Section 8.0 for grade weighting information		
			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>		