

USC Marshall School of Business

MOR 558: Technology Strategy in the Age of AI Fall 2022

Location JKP 202; 3 units; 3 hours per week; MW 3:30pm-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.
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.

Rather than looking at the role of past technological changes in shaping societal and business outcomes, this class takes a *forward-looking approach* and focuses on emerging technologies and their likely role in shaping the technology strategy of modern businesses. To do that, the course follows a two-step approach. First, it focuses on *artificial intelligence (AI)* as the new technology that currently generates hype in the marketplace, is on the radar of business leaders and is expected to shape technology strategy in the future. Second, the assigned readings are based on theoretical studies and historical examples that facilitate deriving general-purpose principles which are then used in the context of AI to discuss how they shape the technology strategy of forward-looking companies. To better understand these processes, the course also touches on technological innovation and the market for technologies.

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.

COURSE MATERIALS

- Some cases and readings are available in the online case pack from Harvard Business School Publishing. There are also readings from a few books widely available. I am putting as many readings as possible in Blackboard to save costs, but some are under license agreement.
- Link to HBS course pack: <https://hbsp.harvard.edu/import/898752>
- Books:
 - (**required**) Agrawal, Ajay, Joshua Gans, and Avi Goldfarb. Prediction Machines: The Simple Economics of Artificial Intelligence. Harvard Business Review Press, 2018
 - (*optional*) Brynjolfsson, Erik and Andrew McAfee. The Second Machine Age, Norton: New York, 2016
 - (*optional*) McAfee, Andrew and Erik Brynjolfsson. Machine, Platform, Crowd: Harnessing Our Digital Future. New York: W.W. Norton and Company, 2018
 - (*optional, supplemental*) Tegmark, Max. Life 3.0 Being Human in the Age of Artificial Intelligence. Alfred A. Knopf press, 2017

COURSE FORMAT

This course will involve a mixture of lecture sessions, case and news analysis sessions. The assigned readings span a wide spectrum from magazine articles to academic papers. I chose this approach because we will discuss technologies that are at the frontier of innovation and hence evolving as we progress through our course. Furthermore, given these rapid contemporaneous developments, some of the theories we will discuss are also at the very frontier of economic and business thinking and hence are best understood by engaging with the very recent academic publications that documents them. To provide a fuller perspective on the

course topics, I will also utilize some guest speakers to provide a different perspective and insights from different technology-intensive industries.

GRADING

<u>Assignments</u>	<u>Points</u>	<u>% of Overall Grade</u>
<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>
TOTAL	100	100%

Participation – 15%

Regular class participation is critical to successfully completing this course. You are expected to participate actively in each class session. You are encouraged to prepare for class with your colleagues. However, each member of the class should be fully conversant in the material. If for some reason you are not prepared, please let me know before the start of class to save us both the embarrassment of my calling on you.

Given the importance of class discussion, pre-class preparation is crucial. For cases, you should be prepared to set forth the core challenge facing the case protagonist(s), offer a critical assessment of the situation, and lay out cogently and persuasively a course of action. For readings, you should be prepared to outline the topic that each reading addresses, describe its central points, and offer your critical analysis of them. When cases and readings are assigned for the same day, you should be able to draw links between the case and reading in your discussion.

Disruptive behaviour, including but not limited to, arriving late, entering and exiting during the class, side conversations in class and use of cell phone will lower your participation grade as it distracts from the class discussion.

Assignment questions for each session will be posted to the course page in Blackboard, typically at least a week prior to the class for which they are assigned.

It is important to appreciate that class discussion is itself a collaborative activity. Please listen carefully to one another and attempt to build on or constructively critique prior comments. An effective participant:

- Is a good listener;
- Makes points relevant to the ongoing discussion;
- Makes comments that add to our understanding of the case, topic and/or article;
- Is willing to challenge ideas that are being expressed; and
- Integrates material from a variety of sources (e.g., past classes, other courses, and their own experience) to the discussions in class.

Class Participation—Behavioral Anchor Rating Scale:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately incorporates knowledge of assignment content (cases, articles and lectures)
- Clarifies complex, nuanced points
- Shares relevant personal experiences or opinions related to the topic

- Actively participates in class exercises but does not try to dominate the conversation
- Demonstrates ability to apply, analyze, evaluate & synthesize course material
- Demonstrates willingness to attempt to answer challenging questions
- Effectively builds on other students' contributions

Average Performance

- Participates in group discussions rarely or when asked
- Demonstrates basic knowledge of course material
- Offers clear, concise, “good” information relative to class assignments
- Offers input, but tends to reiterate basic points or repeat points other have made
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge from the readings or lectures
- Shows up to class: does nothing
- Distracts group / class (side conversations, entering and leaving class, etc.)
- Participation distracts from main flow of discussion

Individual Assignment 1 - 15%

Select a company, any company of your choice that currently implements an AI product/solution and evaluate its strategy to engage with the particular AI product/solution from a reduction in cost framework perspective. What is the opportunity the company noticed i.e., what does the AI product/service reduce the cost of? What are the implications relative to complements and substitutes i.e., what will the AI product/service make easier (complements) and what will it displace (substitutes)?

The report should not exceed two pages double-spaced (excluding any attachments). The assignment is due (via Blackboard) on **Sep 14, 2022** at the beginning of class.

Individual Assignment 2 - 20%

Revisit the company you selected in your individual assignment 1. Re-evaluate its choice of AI product/solution through the lens of AI as a general purpose technology. Does the company have the necessary complementary assets to create and capture value from their choice of AI product/solution? Why or why not? Discuss.

The report should not exceed two pages double-spaced (excluding any attachments). The assignment is due (via Blackboard) on **Oct 03, 2022** at the beginning of class.

Note: The core technology you are engaging with is AI/ML, a prediction technology. The assignment prompts you to look through the lens of AI/ML as a general-purpose technology. That does not mean attempting to guess if your AI/ML **application** of interest is a general purpose technology. It simply says that the core technology, i.e., prediction, is general purpose. The process of evaluating if a technology is likely general purpose is complex and outside the scope of this class.

Team Project - 20% (class discussion) + 15% (written report)

Term projects will be completed in teams of **4-5 students**. Teams should be finalized (and emailed to me) no later than **Sep 26, 2022**. Teams are used in this course because teams play central roles in organizations. Working in teams provides you with an opportunity to learn from your colleagues, and practice (and evaluate

your own effectiveness) working, managing, solving problems, and making strategic decisions in a setting that approximates the management teams typically charged with such tasks.

Your group will need to select a class session and lead a 30-minute class discussion of an AI technology strategy topic. Available dates are marked in the schedule of classes, below. The dates also list the general themes for each session. Note that the sessions' themes generally encompass all the lectures and concepts discussed in this course up to that point. You will have to select a topic for discussion that fits the session's theme. For example, if you want to discuss a company's decision to adopt or develop an AI-based product, we cover the necessary theories that would enable a robust discussion on this topic in the first 10 sessions of class. If you want to discuss the implications of adopting or developing an AI-based product that might generate bias, you need to wait until we complete the lecture "AI risks: Algorithmic Bias." If you want to discuss the implications of adopting or developing an automating AI-based product rather than focusing on an AI-based product that increases the realm of possibilities, you need to wait until we complete the lecture "AI risks: Automation vs. Augmentation."

How should you go about selecting a topic? Think about the "why" you joined this course. What fuels your passion about learning about AI? Select a topic that aligns with your passion. For example, if you are mostly interested in how AI might reshape the labor market, select a topic related to this point. This can be a news article that describes how a particular company is firing workers, or how they are thinking about retraining existing workers, or hiring new skills. A simple search for "Artificial Intelligence" in Google News will return many articles that capture AI narratives on a variety of topics. It can also be a problem that you are currently facing in your professional life, such as how to engage with AI in your company, how to turn an AI idea into a viable start-up or how to grow an entrepreneurial venture using AI tools. Please email to me any supporting materials for the class discussion at least four days in advance. I'll post these materials on Blackboard. The materials can be news articles or a short summary of your topic of interest. The best way to think about this is in terms of readings for a class session: What would you like your colleagues to know to be prepared for the discussion you will lead? Everyone is to read the posted materials in preparation for class discussion. Your performance as an audience member will count towards your participation grade.

How should you structure your class discussion? Consider spending about 5 minutes on providing an overview of the topic you want to discuss e.g., summarizing the news article that is the basis of your discussion. Then pose a motion that constitutes the goal of the discussion e.g., "The company engaged with the AI product prematurely" or "Firing workers replaced by automation is not optimal for the economy as a whole", etc. Make sure you spend a couple of minutes clarifying the motion. Next, draw from your audience arguments for and against the motion. Write those arguments down on the whiteboard, if possible. Along the way, ask your colleagues why they take the stance they do. Your job is then to critically think through the arguments your colleagues provide and link them to the theories and insights we uncovered in the course to surface a resolution to the motion that is based in rigorous analysis rather than opinion. The time required to draw out these insights will depend on how controversial or complex the chosen topic is. If you are running out of time, stop and provide some concluding remarks that summarize the points uncovered and the ones still outstanding.

You need to clear your selected date and topic with me in advance. I'll enroll groups to class sessions and topics on a first come first served basis. If I do not hear back from all groups by Sep 26, 2022, I'll assign the remaining groups to the remaining available dates and topics.

Each group will be graded on the following two components:

1. **Leadership of the discussion:** I will evaluate how effectively you led the class discussion. Remember that this is NOT a presentation! You are leading a case discussion and need to facilitate the participation of your peers in the room. The entire team needs to be at the front of the room for the discussion. **20% of the course grade.**
2. **Written report.** A week after your class discussion, your group will turn in a written report (email directly to me) that analyzes the issue discussed in class. What was your main reason for wanting to discuss this topic? What class concepts are relevant to make sense of the chosen topic? What are your

critical insights and takeaways? The report should not exceed five pages double-spaced (excluding any attachments). 15% of the course grade.

Peer assessment: Each team member will do a peer assessment for every other member of the team. I will not adjust grades based on the peer evaluation forms. The grades will be adjusted, if needed, based on my assessment of the team's project quality, my observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations. Students doing more than their share of the work will get a score bump while students not doing their share of the work will receive a lower grade. I will provide a peer assessment form. Please email your peer assessments directly to my email address.

Final Assignment – 15%

During the exam week, I will provide a list of 4-5 questions that require critical thinking encompassing a large number of topics covered in class. Select one question and write your answer in a maximum two pages double spaced essay (excluding any attachments). This is a take-home assignment, to be submitted via Blackboard, due on the assigned exam date for this class, **Dec 12, 2022, via blackboard.**

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are very valuable. This course is continuously improved based on the feedback from students and instructor observations.

TECHNOLOGY REQUIREMENTS

Online lectures through Zoom will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- A working video camera with microphone for use on Zoom;
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

CLASS CONDUCT/NETIQUETTE

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Virtual background respectfully professional
- Display both your first and last name during video conferencing and synchronous class meetings.
- Respectfully minimize distractions with muting and video off when moving around
- Disagree respectfully
- Respectfully pay attention to classmates
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD306) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post.". as a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

COURSE OUTLINE AND ASSIGNMENTS				
	Date	Topic	Asynchronous Activities/Readings	Assignments/Due date
1	Aug 22, 2022	Course Introduction What is technology strategy?	Yin, Pai-Ling. "Strategy Reading: Technology Strategy." HBS Core Curriculum, 2015 [8127-PDF-ENG] (Only Chapters 1 "Introduction", 2.1. "What's Different About Technology Strategy" and 2.3. "To lead or to Follow?") (<i>course pack</i>)	
2	Aug 24, 2022	What is AI?	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb. "Prediction Machines: The Simple Economics of Artificial Intelligence." Harvard Business Review Press, 2018. Chapters 2 (pp. 16-17 i.e., section "From Cheap to Stratgey"), 3 and 4.	
3	Aug 29, 2022	AI technology strategy: the reduction in cost framework	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb, "Prediction Machines: The Simple Economics of Artificial Intelligence". Harvard Business Review Press, 2018. Chapter 2 (pg 9-15 i.e., sections "Cutting through the Hype", "Cheap Means Everywhere" and "Cheap Creates Value"). <i>Optional:</i> Brynjolfsson, Erik and Andrew McAfee. "The Second Machine Age". Norton: New York, 2016, Chapter 4 and 9 (pg. 134-146). <i>Optional:</i> Goldfarb, Avi and Catherine Tucker. 2019. "Digital Economies". Journal of Economic Literature, 57(1): 3-41. (<i>Blackboard</i>)	
4	Aug 31, 2022	AI strategic complements/substitutes: Data Guest speaker	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb, "Prediction Machines: The Simple Economics of Artificial Intelligence". Harvard Business Review Press, 2018. Chapter 5.	
5	Sep 05, 2022	Labor Day		
6	Sep 07, 2022	AI strategic complements/substitutes: Human capital	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb, "Prediction Machines: The Simple Economics of Artificial Intelligence," Harvard Business Review Press, 2018. Chapters 7 and 11.	

7	Sep 12, 2022	In practice	<i>Case: Autonomous Vehicles*</i> William R. Kerr; Allison M. Ciechanover; Jeff Huizinga; James Palano. "Autonomous Vehicles: The Rubber Hits the Road... but When?" HBS case, 2018 [818088-PDF-ENG]. (<i>course pack</i>)	
8	Sep 14, 2022	Tools for developing an AI technology strategy: Where to start?	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb, "Prediction Machines: The Simple Economics of Artificial Intelligence." Harvard Business Review Press, 2018. Chapters 12, 13 and 14. Andrew Ng, "How to Choose your first AI Project", HBR 2019 [H04S3S-PDF-ENG]. (<i>Blackboard</i>)	Individual assignment 1 due
9	Sep 19, 2022	In practice	<i>Case: Vodafone and chatbots*</i> William R. Kerr and Emer Moloney, "Vodafone: Managing Advanced Technologies and Artificial Intelligence", HBS case, 2018 [318109-PDF-ENG]. (<i>course pack</i>)	
10	Sep 21, 2022	Guest speaker		
11	Sep 26, 2022	Tools for developing an AI technology strategy: Creating and capturing value & General-purpose technologies	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb. "Prediction Machines: The Simple Economics of Artificial Intelligence." Harvard Business Review Press, 2018. Chapter 15. Bresnahan, Timothy, "General Purpose Technologies", Handbook of the Economics of Innovation, 2010, pages 761-791. (<i>Blackboard</i>)	Teams and choices for dates due
12	Sep 28, 2022	Guest speaker		
13	Oct 03, 2022	Prediction vs causality and black box AI	Sgaier, Sema K., Huang Vincent and Grace Charles, "The Case for Causal AI", Stanford Social Innovation Review, 2020. (<i>Blackboard</i>)	Individual assignment 2 due
14	Oct 05, 2022	Guest speaker		
15	Oct 10, 2022	Student led discussion. Topic: Do's and don'ts in selecting an AI project		
16	Oct 12, 2022	Tools for developing an AI technology strategy: Developing innovation capabilities	Yin, Pai-Ling. "Strategy Reading: Technology Strategy." HBS Core Curriculum, 2015 [8127-PDF-ENG] (Only pg. 8-11) (<i>course pack</i>) Lynda M. Applegate and William R. Kerr, "Leading Breakthrough	

			Innovation in Established Companies”, HBS Core Curriculum, 2016 [5272-PDF-ENG] (Chapters 1 and 2) (<i>course pack</i>)	
17	Oct 17, 2022	Guest speaker		
18	Oct 19, 2022	AI risks: Data and human capital	<p>Agrawal, Ajay, Joshua Gans, and Avi Goldfarb. “Prediction Machines: The Simple Economics of Artificial Intelligence.” Harvard BusinessReview Press, 2018. Chapters 16 and 17.</p> <p>Brynjolfsson, Erik and Tom Mitchell (2017) "What Can Machine Learning Do? Workforce Implications." Science 358(6370): 1530-1534. (<i>Blackboard</i>)</p> <p>Brynjolfsson, E, Mitchell, T., Rock, D. (2018) “Why can Machines Learn and What does it Mean for Occupations and the Economy,” American Economic Review, 108, 43-47. (<i>Blackboard</i>)</p> <p><i>Optional:</i> McAfee, Andrew and Erik Brynjolfsson. “Machine, Platform, Crowd: Harnessing Our Digital Future.” New York: W.W. Norton and Company, 2018. Chapter 2.</p>	
19	Oct 24, 2022	Student led discussion. Topic: Data and/or human capital risks when selecting an AI project		
20	Oct 26, 2022	AI risk: Algorithmic bias	<p>Agrawal, Ajay, Joshua Gans, and Avi Goldfarb. “Prediction Machines: The Simple Economics of Artificial Intelligence.” Harvard BusinessReview Press, 2018. Chapter 18.</p> <p>Bembeneck, Emily, Nissan, Rebecca and Ziad Obermeyer, “To stop algorithmic bias, we first have to define it”, Brookings, 2021. (<i>Blackboard</i>)</p>	
21	Oct 31, 2022	Guest speaker		
22	Nov 02, 2022	AI risks: Automation vs. Augmentation	Acemoglu, Daron and Pascual Restrepo. 2019. “The Wrong Kind	

			of AI? Artificial Intelligence and the Future of Labor Demand.” Cambridge Journal of Regions, Economy and Society. (<i>Blackboard</i>)	
23	Nov 07, 2022	Student led discussion. Topic: Balancing corporate benefits and societal benefits when selecting an AI project		
24	Nov 09, 2022	Student led discussion. Topics: Considering risks (any type) when selecting an AI project & Balancing corporate benefits and societal benefits		
25	Nov 14, 2022	Student led discussion. Topics: Considering risks (any type) when selecting an AI project & Balancing corporate benefits and societal benefits		
26	Nov 16, 2022	Broder strategic implications: policy and society trade-offs (e.g., ethics, privacy, inequality)	Agrawal, Ajay, Joshua Gans, and Avi Goldfarb, “Prediction Machines: The Simple Economics of Artificial Intelligence.” Harvard Business Review Press, 2018. Chapter 19. <i>Optional:</i> Brynjolfsson, Erik and Andrew McAfee. “The Second Machine Age,” Norton: New York, 2016. Chapters 11 and 13. <i>Supplemental:</i> Tegmark, Max. Life 3.0 Being Human in the Age of Artificial Intelligence. Alfred A. Knopf Press, 2017.	
27	Nov 21, 2022	Student led discussion. Topic: any topic covered in the course		
28	Nov 23, 2022	Thanksgiving		
29	Nov 28, 2022	Guest speaker		
30	Nov 30, 2022	Putting it all together - course wrap-up		
	Dec 12, 2022	FINAL		Take-home exam due by midnight

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

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

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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

eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

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

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

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

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)."

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How MOR 558 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	MOR558 Objectives that support this goal	Assessment Method*
<p><i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</p>		
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.		
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.		
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	2	Readings
<p><i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.</p>		
2.1 Gain knowledge of the key functions of business enterprises.	1, 2, 3, 4	Individual assignments, team assignment
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1, 2, 3, 4	Participation assessment, individual assignments, team assignment
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	1, 2, 3, 4	Participation assessment, individual assignments, team assignment
<p><i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</p>		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	1, 2, 3, 4	Team assignment
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.		
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	1, 2, 3, 4	Team assignment