

Note: This syllabus was generated for the Spring 2024 semester and is provided here for your reference. We will post the updated syllabus for the Spring 2025 semester soon.

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**MOR-530 (3 units)
Strategic Leadership in Product Management**

Spring 2024

Professor Gordon Ho
E-mail: gordonho@marshall.usc.edu
Office Hours: Available by Appointment

Professor Nan Jia
E-mail: nan.jia@marshall.usc.edu
Office Hours: Available by Appointment

Tuesday, 6:30pm-9:20pm
Class meets 3 hours / week (for full semester)
Classroom: JFF 236

This version: September 15, 2024

COURSE DESCRIPTION

Developing innovation and optimizing existing ones serve as a crucial lifeline for firms, enabling them to sustain and enhance their profits. The responsibility for achieving successful innovative product outcomes falls on the product manager role. This course focuses on the role of product managers within organizations, which includes aligning teams, liaising with a variety of stakeholders, applying product-market fit strategies, leading diverse stakeholders, and driving the highest return on investment (ROI) outcomes. This course highlights the leadership role of product managers in managing teams and stakeholders, and the critical managerial challenges they face during the stages of product conception, commercialization, and everything in between.

By utilizing readings, case studies, and particularly guest speakers and their real-world product examples, we will showcase best practices in product leadership, with a specific focus on technology-oriented firms. Our course will demonstrate how product managers must adopt a high-level strategic perspective, encompassing various domains such as technology, design, finance, and marketing, similar to that of a CEO. However, unlike a CEO, they lack formal authority to command key stakeholders within these domains. Instead, they must effectively manage a diverse team of engineers, designers, financiers, marketers, and executives to bring the product to fruition. Successfully navigating this process requires developing a strategic viewpoint and acquiring skills to address managerial and organizational challenges.

This course distinguishes itself from others that emphasize new product development, software coding, or project management. Instead, it delves into the discipline of product management, offering a range of frameworks designed to align teams and deliver maximum value. Key methodologies such as the product-market fit management pyramid, jobs-to-be-done, lean canvas, and the ICE scoring model are introduced to provide structure and processes essential for a successful product manager.

This course distinguishes itself through the following key features:

(a) Strategic and Managerial Focus:

Our primary emphasis lies in exploring strategic and managerial issues related to the challenges of

product management. We delve into the nuances of overseeing diverse domains and effectively managing stakeholders throughout the entire product development process.

(b) Technological Innovation Emphasis:

In today's dynamic landscape of modern digital industries, technological advancements play a pivotal role in product management strategies. While the knowledge shared in this course applies to both tech and non-tech products, we place particular emphasis on technology development, preparing you for the ever-evolving digital era.

(c) Integration of Generative AI:

The rise of generative AI, exemplified by tools like ChatGPT, has revolutionized the field of product management. Recognizing its significance, we incorporate hands-on experience with this cutting-edge tool throughout the course. You will develop practical skills and gain insights into leveraging generative AI as a valuable assistant in your product management endeavors.

(d) Speakers from industries

We will invite multiple product managers and associated stakeholders to deliver presentations, sharing best practices and real-world case studies. During the sessions when we invite speakers, we conduct case studies of the organizations that these speakers lead or represent. This allows us to delve deep into specific topics and examine the practical implementation of strategies and decision-making within the organization. The speaker's insider view provides a unique perspective and complements the outsider analysis typically conducted in academic settings. Students gain a firsthand understanding of the challenges, successes, and lessons learned directly from industry experts.

When we have an in-person guest speaker, we will invite a limited number of students to join the instructors and the guest speaker for a working dinner before class starts. This is not part of the course grade but offers excellent networking opportunities for students. More details about sign-ups and selection will be released later.

By the end of this course, you will possess the strategic vision, managerial acumen, and technical proficiency needed to navigate the complex landscape of new product development and successfully drive commercialization efforts.

In summary, this course delves into the evolving role of product managers, emphasizing their growing influence across diverse sectors such as technology and beyond. Ideal for students with a background in or pursuing coursework in strategy, marketing, engineering, and design, this course equips individuals with the necessary skills to align teams and foster the development of innovative and profitable products. By blending theoretical frameworks, real-world case studies, interactive exercises, and practical applications, students will acquire both theoretical knowledge and hands-on experience vital for excelling in product management—a highly sought-after career path post-graduation.

COURSE OBJECTIVES

The goal of this course is to equip students with a comprehensive understanding of product management strategy and its application in the digital era, while providing them with hands-on experience. By the end of the course, students will be able to:

1. Demonstrate proficiency in leading and collaborating with cross-functional teams, such as engineering, design, marketing, and sales, by utilizing effective communication tools and facilitating streamlined workflows.
2. Utilize strategic frameworks and analytical tools to assess market dynamics, identify key stakeholder needs, and formulate well-informed product strategies aligned with business

- objectives and market opportunities.
3. Apply learned management techniques to facilitate team alignment around product priorities
 4. Utilize strategic analysis, data, dashboards and prototyping to facilitate rapid decision making and product optimization.
 5. Participate in simulations involving stakeholder management, team alignment, prioritization setting, agile development and implementation frameworks to gain practical experience in various aspects of product management.
 6. Ensure entire product team utilize a common, customer-centric mindset and insights driven approach to achieve successful product results.
 7. Practice methodologies for fostering innovation within product management, including rapid prototyping and agile and lean development approaches to generate successful product solutions within quick turnaround cycles. Apply AI tools to improve the efficiency, productivity, and innovation of the product teams' output.

By the end of this course, students will have gained theoretical knowledge and practical experience, enabling them to make informed decisions, drive innovation, and create value as effective product managers in today's dynamic and technology-driven business environment.

REQUIRED COURSE MATERIALS

Harvard Business Publishing Course pack: <https://hbsp.harvard.edu/import/1054453>

IMPORTANT: E-Book Reading: Several e-book links are listed in the Syllabus (& Brightspace) that will require access to the O'Reilly Media system. These e-book links will show a landing page where you will see an area labelled [View Online, Full text availability O'Reilly Online Learning]. Follow instructions to click "Institution Not Listed" and enter your USC email address.

Alternatively, you can pre-register for access to the O'Reilly system as follows:

Visit: <https://www.oreilly.com/library-access/#>.

- 1) Click institution not listed on this page, and input your USC email (if it doesn't work, try your USC Marshall email).
- 2) You can then create an account which can be used to access the e-books.

Highly Recommended books:

- Cagan, Marty. *Inspired: How to Create Tech Products Customers Love*, Second Edition. Wiley, 2017.
- Torres, Teresa. *Continuous Discovery Habits*, Product Talk LLC, 2021.
- Seiden, Joshua. *Outcomes Over Output*, 2019.
- Olsen, Dan. *The Lean Product Playbook: How to Innovate with Minimum Viable Products and Rapid Customer Feedback*. Wiley, 2015.
- Perri, Melissa. *Escaping the Build Trap*. O'Reilly Media, 2018.
- McDowell, Gayle Laakmann and Jackie Bavaro. *Cracking the PM Interview: How to Land a Product Manager Job in Technology (Cracking the Interview & Career)*. CareerCup, 2013.
- McDowell, Gayle Laakmann and Jackie Bavaro. *Cracking the PM Career: The Skills, Frameworks, and Practices to Become a Great Product Manager (Cracking the Interview & Career)*. CareerCup, 2017.
- Lin, Lewis. *Decode and Conquer*. 2022
- LeMay, Matt. *Product Management in Practice: A Practical, Tactical Guide for Your First Day and Every Day After*, 2nd edition, 2022 (e-book available through USC Libraries)

Brightspace: Other course materials may be posted to Brightspace, including additional required and supplemental reading. Students are responsible for having sufficient technology to access Brightspace. If you have any questions or need assistance with Brightspace, please contact the Marshall Help Desk at 213-740-3000 or HelpDesk@marshall.usc.edu.

GRADING

The components of the final course grade will be weighted as follows (subject to change pending addition / deletion of assignments which will be clearly conveyed to the class):

Individual in-class participation	10%
Guest Speaker Discussion (Question Submittals/Case Studies) (via Brightspace)	15%
Individual Assignments	30%
<i>Assignment #1: Case Analysis: Uber: Applying Machine Learning to Improve Customer Experience (Understanding Customer needs & pain points for different personas, Developing solution hypothesis, identifying success metric and best ROI solution) (due Week 4)</i>	10%
<i>Assignment #2: Disney Case Simulation (Disney case presented where you will interpret data, recommend potential solutions, and practice situational analysis and stakeholder management (due Week 6)</i>	10%
<i>Assignment 3: Develop Lean Canvas) and Product Requirements Document (PRD) (due Week 8)</i>	10%
Group Project(*)	35%
<i>Deliverable 1: Present Lean Canvas & Product Requirements Document (PRD), Negotiate, and Agree on Best Lean Canvas to Develop Write-up of Negotiation (due Week 12).</i>	5%
<i>Deliverable 2: Agile Management Simulation / Align Teams to Prioritize User Stories for Chosen Project (Building upon Week 9's Scrum simulation) (due Week 12)</i>	10%
<i>Deliverable 3: Final project presentation of Lean Canvas, User Stories, and Key Learnings (Friction Points, Solutions) (due Week 15 or 16 depending on group presentation arrangements)</i>	5%
<i>Deliverable 4: Final project report (due Week 16)</i>	10%
<i>Deliverable 5: Reflection of the use of ChatGPT/AI in Project (due Week 16)</i>	5%
Final Assessment (Individual Work) – Final Case Analysis: US Department of Education: Launching the College Scorecard (Dealing w/bureaucracy, prioritization, sprints) (due date TBA; in the final week)	10%

(*) Note: your Group Project score will be informed by a peer survey where your own group members evaluate the participation and engagement of fellow members. The instructor, at their discretion, may choose to incorporate this peer feedback into an individual's final grade.

CLASS PARTICIPATION (10% of total grade)

In-class participation grade consists of the following components:

- Participation in in-class discussions, as discussed below.
 - We provide an alternative method for individuals who did not verbally participate in class

to share their thoughts on the Discussion Board on Brightspace in certain sessions, to earn participation points. Please consult the weekly folder on Brightspace for further information.

- Responding to Background survey surveys before Week 1

Guidelines for participating in in-class discussion

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to thoroughly prepare cases and actively offer the results of the analyses and conclusions as well as recommendations during each class session. Our expectation and that of your classmates is that you are prepared for all classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, all students should make an effort to contribute meaningfully.

The evaluating of in-class participation is based on relevance, quality of analysis, value to the discussion, and clarity.

During class sessions, we will frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, also, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the collective responsibility of the class. In some classes, we will have guest speakers to provide their firsthand perspectives on crisis they have faced and managed.

GUEST SPEAKER DISCUSSION (Via Brightspace) (15% of total grade)

Guest Speaker Discussion assignments posted on Brightspace will be used to engage students. They provide opportunities for students to prepare for the guest speakers' topic and stimulate more engaging discussion in class. There are two types of assignments:

1. **Guest Speaker Question Submittal:** Some assignments will require students to submit 1-2 simple questions.

Submitting questions for guest speakers are **due at 9am on the Monday before class starts in Week 3, Week 8, and Week 13** [Note: There may be another submission in Week 12, depending on the guest speaker's schedule, which we will confirm later.]

You are allowed to omit one assignment in this category (Guest Speaker Question Submittal).

2. **Guest Speaker Case Studies:** Others will require both pre-reading and some analysis.

Guest speaker case study questions are **due at 9am on the Monday before class starts in in Week 2, Week 4, and Week 7.**

Submitted answers to both Guest Speaker Case Studies will be graded with the following rubric.

Quality & Persuasiveness of Analysis / Response (30%); Comprehensiveness of Response (25%); Incorporation of Class concepts (20%); Support & References (15%); Writing Clarity / Logic: (10)%

You are allowed to omit one assignment in this category (Guest Speaker Case Study).

Late Submissions: By default, for all assignments, the point total for late submissions will be reduced by 20% for each day late. However, special circumstances (i.e. medical emergency) can be considered with prior approval by the professor.

INDIVIDUAL ASSIGNMENTS (30% of total grade)

Background and Process

In this course, individual and group projects are interrelated, fostering collaborative learning and personal development. The project process is outlined below:

- **Group Formation:** By Week 3, students will be assigned to groups.
- **Individual Projects:** Before the spring break (Week 10), each student will learn key product management principles through Case Study analysis (assignments #1), a live product management simulation scenario (assignment #2), and the development of a Lean Canvas and Product 1-sheet (Product Requirements Document) as a solution to an assigned company/product opportunity (assignment #3). Further details on these assignments are provided below.
- **Negotiate and choose the best “lean canvas”:** After the spring break (Week 10 and beyond), each group will assess the lean canvases and product 1-sheet developed by its members and select one that provides the best projected ROI. The chosen solution will serve as a focal point for the group that will be used in the agile development simulation and the creation of user stories and project plan.
- **Group project:** Utilizing the diverse skills and perspectives of the group, the group will collectively work on the chosen project. More details on the group project requirements will be provided below.
 - ChatGPT / AI has become an important tool for product managers. Students and groups are strongly encouraged use it, particularly for ideation purpose. The third component of the group project is a reflection memo of the experience of using ChatGPT in completing the group project.

Explanations of Individual Assignments

- **Assignment #1: Case Analysis – Uber:** Applying Machine Learning to Improve Customer Experience. This case focuses on Uber’s initiative to improve and automate the customer pickup experience. Students will identify and analyze different customer audiences and their needs/pain points, develop solution hypothesis, identify potential success metrics, and recommend best ROI solutions. (Due on Week 4)
- **Assignment #2: Disney Case Simulation:** Students will participate in a product management simulation where they will attempt to interpret data, recommend potential solutions, and practice situational analysis and stakeholder management. The pre-work assignment will be submitted individually while the in-class simulation will take place in groups with our Disney guest presenter. Individuals will be asked to write-up and submit their post simulation takeaways. (Due on Week 6)
- **Assignment #3: Develop Lean Canvas & PRD:** Class will be given several well-known tech

products and asked to choose one to analyze. Students will be asked to create a Lean Canvas and a Product 1-sheet (topline Product Requirements Document, PRD) for product in question (likely focusing on a specific feature opportunity). Students will be given an opportunity to do focus groups (in-class) and also tasked with uncovering customer insights from product reviews, social media, and other sources (i.e. Reddit). (Due on Week 8)

Individual Case Study assignments will be graded with the following rubric.

Quality & Persuasiveness of Analysis / Response (30%); Comprehensiveness of Response (25%); Incorporation of Class concepts (20%); Support & References (15%); Writing Clarity / Logic: (10%)

Late Submissions: By default, for all assignments, the point total for late submissions will be reduced by 20% for each day late. However, special circumstances (i.e. medical emergency) can be considered with prior approval by the professor.

GROUP PROJECT (35% of total grade)

Explanations of Group Project and Group Assignments

- **Group Deliverable #1: Present Lean Canvas and Product 1-sheet (PRD) ,Negotiate, and Agree on Best Lean Canvas to Develop Write-up of Negotiation. [2-3 pages] (due Week 12)**
 - Group members will present their respective Lean Canvas based on the assigned topic for the group. To sway the group's decision in the favor of their lean canvas / PRD, each member must effectively convince their peers of the value and merit of their assessment and proposed value proposition. It is highly recommended that students utilize an ICE grid or CONFIDENCE meter, found here. <https://itamargilad.com/the-tool-that-will-help-you-choose-better-product-ideas/>his involves skillfully sharing logical reasoning, providing compelling evidence, and engaging in negotiation and salesmanship techniques. By articulating their ideas with clarity and passion, group members strive to persuade others to support their project, highlighting its potential benefits and aligning it with the group's objectives. Ultimately, the success of the process relies on the ability of individuals to present their projects persuasively and engage in constructive discussions to reach a consensus.
 - As part of this group project, students will submit a written overview reflecting on their negotiation experience within the group, regardless of whether their own product was chosen by the group. They will discuss the dynamics of the negotiation process, including challenges, compromises, and lessons learned from competing with other projects. This reflection enables students to gain insights into their negotiation skills, teamwork, and adaptability.
- **Group Deliverable #2: Agile Management Simulation / Align Team to Prioritize User Stories for Chosen Project [2-3 pages; Use the following outline as a template] (due Week 12)**

Reminder: To develop this interim report, groups should utilize Week 9 Session at the Experiential Learning Center (ELC) for the agile management exercise.

In this group deliverable, each group summarize the outcome and deliverables from their group agile management exercise including:

- Project Initiative Summary including overall stated goal of initiative, the corresponding

- epic(s) and user stories.
 - Product Backlog: Team will create a list of key tasks that need to be done for their chosen product solution. Note that it is not expected for the groups to have these tasks prepared in a format for “software coding”, but instead, to have it written in a understandable format for all stakeholders to comprehend. .
 - User Stories: Groups will work together to break down their project into “user stories”, i.e., short requests reflecting a user requirement / need. The user story should include narratives that demonstrate how the solution addresses user requirements. These user stories can generally be accomplished in a standard 1-2 week sprint timeline that is used in agile. Teams need to document the process of aligning the team in generating user stories.
 - Utilize ChatGPT and/or other AI tool as a valuable resource for ideation in addressing each point above, leveraging its capabilities to generate ideas and insights. Upon completing the deliverable, critically evaluate the strengths and weaknesses of this tool and explore opportunities for its optimal utilization. Reflect on the experiences and learnings derived from using ChatGPT or other AI tools. The group will document their thoughts in the reflection memo of the group project (Deliverable 3, see below).
- **Group Final Deliverables:**

The final deliverable for the group project consists of the following three components:

- **Component 1 (Group assignment #3): Simulated Presentation to Senior Management; Final project presentation of Value Proposition Map, User Stories, and Key Learnings (Friction Points, Solutions) (due Week 15 or 16, depending on final presentation arrangements) (5% of total grade):** Each group will prepare a 15-minute presentation, followed by a question-and-answer session. The presentation should be tailored to simulate a pitch to senior management, effectively communicating the group’s Lean Canvs / Product 1-sheet and agile development product plan. The presentation should be concise, compelling, and persuasive, capturing the attention and interest of the senior management audience.
- **Component 2 (Group assignment #4): Group Project Report (due Week 16):** The group project report will be a comprehensive document that supports and supplements the presentation, including:
 - A one-page “P&G memo” (to be introduced in class) summarizing the key highlights and recommendations of the project
 - Heavily annotated slides, providing detailed explanations, justifications, and insights into the content presented. The annotations should clarify any assumptions, methodologies, or data sources used in the analysis.
 - (Optional) the report may include an appendix section for any additional work conducted, such as market research findings, prototypes, or user feedback. This section is optional and can be included based on the group's discretion.

The final group project presentation and report should fulfill the following requirements:

- Refined Lean Canvas & Product 1-sheet (topline Product Requirements Document): The presentation should demonstrate how the product manager effectively aligns the team and key stakeholders around the project's vision. Start by outlining the target market segments and specific unmet needs that the project aims to address. Clearly communicate the value proposition, showcasing how the product or service stands out with its unique selling points

and competitive advantages. Emphasize the essential features of the product or service and user experience (UX) considerations, illustrating how these aspects are being developed through team's collaborative input to ensure success in the market.

- Supporting Business Models and Financials (optional): The presentation should outline the initial business models considered for the project if applicable. This includes explaining the revenue generation strategies, potential pricing structures, and monetization plans. It is crucial to highlight the alignment between the business model and the identified target segments, emphasizing how it supports the value proposition and sustains the project's growth. The presentation should touch upon the high-level financial aspects of the project, providing an overview of the expected financial performance. This may include projections for revenue, costs, and profitability, giving an indication of the project's financial feasibility and potential return on investment.
- **Component 3 (Group assignment #5): Group Reflection: The Use of ChatGPT / AI in Project (due Week 16) [1-2 pages]**
 - Background: In completing these tasks, utilize ChatGPT and/or other AI tool as a valuable resource for ideation in addressing each point above. Upon completing the deliverable, critically evaluate the strengths and weaknesses of this tool and explore opportunities for its optimal utilization. Reflect on the experiences and learnings derived from using ChatGPT/AI. The group will document their thoughts in the reflection memo of the group project.
 - Please discuss the following in this reflective memo.

Reflect on the usage of GPT / AI for initial ideation at each stage of the group project and evaluate the responses provided by GPT / AI. What parts are you satisfied with? What are the weaker parts with which you disagree or find room for improvement?

Explain the steps you took to verify and further develop the weaker part identified in GPT's/AI's response. Describe any additional research, analysis, or discussions conducted to enhance and strengthen that particular aspect. Did the class discussions enrich GPT's/AI's initial suggestions for your project? Did GPT/AI provide any new ideas or directions that have not been extensively covered in class?

Notes: instructor reserves right to modify assignments and associated point totals in an effort to enhance the class effectiveness – note, ample notification will be given of any changes. Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target.

Late Submissions: By default, for all assignments, the point total for late submissions will be reduced by 20% for each day late. However, special circumstances (i.e. medical emergency) can be considered with prior approval by the professor.

Peer Feedback: Each member of every group will be given a survey to assess their engagement and contribution to the final paper and presentation. The feedback gathered from the survey will play a crucial role in determining each student's final project score.

INDIVIDUAL FINAL ASSESSMENT (10% of total grade)

For the final assignment, students will apply their product management learnings to a case study provided at the beginning of the course. The case study will feature several case questions designed to assess the students understanding and application of product management leadership, stakeholder management, product-market fit, and other important product leadership skills.

Case: US Department of Education: Launching the College Scorecard. This case covers the revamping of the College Scorecard website which assists high school students with their college decisions. Involving a cross-governmental team, this case illustrates several product management concepts including: 1. Identifying and resolving organizational and bureaucracy frictions through appropriate stakeholder management; 2. Understand how discovery sprints and stakeholder engagement are used in digital product development; 3. Understand application of PM concepts including agile development, metrics, product roadmaps, feature prioritization, and design tradeoffs.

ADDITIONAL COURSE GUIDELINES

Brightspace

BRIGHTSPACE is the primary method of communicating with you. In addition to course materials, I will post any syllabus updates and information about class sessions, including preparation requirements. E-mails sent to the class originate from the Brightspace system. You should check BRIGHTSPACE daily for any new information posted relevant to upcoming sessions.

Please be sure your e-mail address and account settings in Brightspace are correct and that your BRIGHTSPACE account settings forward your messages to your preferred internet provider (IP) account such as your USC e-mail address, AOL, G-Mail, Hotmail, etc.

If you have any questions or need assistance with the Brightspace Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu

Technology policy

Please do not use personal communication devices, such as cell phones, during class. Cell phones should be turned “off” or placed on “vibrate”. Personal videotaping faculty lectures is not permitted due to copyright infringement. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

AI Policy: The appropriate use of AI (e.g., ChatGPT) is encouraged in this class. Learning to use AI is an emerging skill and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

AI tools are permitted to help you brainstorm topics or revise work you have already written.

If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.

Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using.

Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.

Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance.

The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

No Recording and Copyright Notice

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission. No student may record any lecture, class discussion or meeting without prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on BRIGHTSPACE 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. Exceptions are made for students who have made prior arrangements with DSP and me.

Retention of Graded Coursework

Final projects and any 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.

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](#)."

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

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

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

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

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) 740-2500

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 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) 740-0411

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

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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) 442-2850 or otfp@med.usc.edu

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

OUTLINE OF CLASS SESSIONS

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
Module I: Product Management Overview & Stakeholder Management				
1	1/14	Overview of Product Management and Roles of Product Managers, and AI in Product Management	Brightspace Materials	Submit background survey (sent via email & on Brightspace)
2	1/21	Managing Teams to Achieve Strategic Product-Market Fit: Shared Goal of Stakeholders	<i>Brightspace Materials</i> Guest speaker – TBD	<i>Guest Speaker exercise</i>
3	1/28	Stakeholder Management, Collaboration and Negotiation: Engineers & UX – core product management team	Brightspace Materials Guest Speaker: Designer / Engineering team TBD	Discussion Board Questions Due 1/27
4	2/4	Stakeholder Management Part 2 & Negotiation Best Practices	Brightspace Materials; Guest Speaker – Anne Jude Hunt, Product Lead, Amazon Web Services	Assignment #1: Uber Case Due 2/4
Module II: Product Management: Processes and Strategy				
5	2/11	Achieving Team Alignment Using Management Frameworks including Competitive Analysis, Jobs-to-be-done	Brightspace Materials; Guest Speaker – TBD	

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
		and Lean Canvas		
6	2/18	Product Management Simulation – Develop & Prioritize Recommendations Interpreting Data, Develop Solutions, And Achieving Team Alignment	Experiential Learning Center (ELC) Brightspace Materials Guest speaker: TBA	Meet at ELC Assignment #2: Disney Case individual write-up
7	2/25	Managing Effective Technology Development Using Team-based User Story Software Mapping Processes	Brightspace Materials	Discussion Board Questions Due 2/24 9am
Module III: Product Management: Aligning Teams in Design and Development				
8	3/4	Product-Market Fit in Startups, AI in Product Management, and Agile Development Preparation	Brightspace Materials Guest Speaker – TBD	Discussion Board Questions, Due 3/3 9am
9	3/11	Agile Development and Scrum Simulation	Brightspace Materials ELC exercise	Meet at ELC for Scrum Simulation
Spring break: Week 10 March 16-23, 2025				

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
Module IV: Product Leadership				
11	3/25	Developing a Strategy Framework Implementation	Brightspace Materials Guest Speaker TBD	Discussion Board Questions Due 3/24 9am
12	4/1	Strategic Management of Business Models for Product Success	Brightspace Materials	Group Project Assignment #1 due before class
12	4/8	Managing Teams through Missed Expectations and Going Through a Pivot	Brightspace Materials	Discussion Board Questions Due 4/7 9am
13	4/15	Team Metrics for Optimal Alignment and Success Measurement	Brightspace Materials Guest Speaker: TBD	Discussion Board Questions Due 4/14 9am
14	4/22	Reflect, Recapitulate, and Prepare: Wrapping Up the Product Management Course and Final Project Readiness Team Presentations Part 1		Team Presentations in Class; Group Assignment #2 due for presenting teams
15	4/29	Team Presentations: Part II		Team Presentations in Class; Group Assignment #2 due for presenting teams;

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
16	Final Exam Date			Group Assignment #3, Final Report Writeup, Due on Final Exam Date

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How MOR-599 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	MOR-599 Objectives that support this goal	Assessment Method*
Learning Goal #1: Develop Personal Strengths. Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.		
1.1 Possess personal integrity and a commitment to an organization’s purpose and core values.	2, 4, 5	Class discussion
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.		Class discussion, case analyses
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	1, 2, 6	Discussions, reading, case analyses
Learning Goal #2: Gain Knowledge and Skills. 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.		
2.1 Gain knowledge of the key functions of business enterprises.	1, 3, 4	Discussions, Project
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1, 3, 4	Readings, Discussions
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, 4	Readings, project

<p><i>Learning Goal #3: Motivate and Build High Performing Teams.</i></p> <p>Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</p>		
<p>3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.</p>	<p>2, 6</p>	<p>Discussions</p>
<p>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.</p>		
<p>3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.</p>	<p>2, 5, 6</p>	<p>Project, discussions</p>