MKT445- New Product Development & Branding
Syllabus – Spring 2017
T/TH -- 12:00-1:50 pm (Section 16490), JFF 316
T/TH – 6:00-7:50 pm (Section 16493), JFF 316
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Office Hours*:* TH, 2:30-5:30 pm and by appointment
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Course Description

The MKT445 class will develop an overall understanding of how to build strong brands and introduce new products.   The concept of brand equity and how to build, grow and sustain brand equity will be the focus and framework for the branding portion of the class.   Additional aspects of brand management such as trademark protection and global branding are also addressed. In addition, the class examines how new product ideas are generated and tested for further development or ultimately, brought to the marketplace.   Students will also be able to analyze why new products fail.   The course is appropriate for students who already understand marketing fundamentals and want to develop skills and knowledge related to brand management and new product development.

Learning Objectives

The course will provide you with the cognitive processes and knowledge to:
1. Understand how to build, grow, protect and sustain global brands.
2. Understand the importance of brands and new products for both the consumer and company.
3. Evaluate brands based on the concept of brand equity and its sources.
4. Recall overall New Product Development Process (NPD) and apply 3/5 NPD steps.
5. Execute the role of a Brand Manager by evaluating a brand in the context of a Brand Audit and creating a New Product Proposal for a "real world" brand in the context of your own Brand Management Teams.
6. Develop, analyze and evaluate various forms of consumer research to measure sources of brand equity and to measure consumer response to new product concepts.

The Marshall School of Business Learning Objectives aligned with the course are:
• Students will gain factual, conceptual, procedural, and metacognitive knowledge of brand management and new product development.
• Students will apply theories, models, and frameworks to analyze new products and brands in global markets.
• Students will have knowledge of the role of the legal, competitor, and consumer environments for brands and new products.
• Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information for the Brand Audit and New Product Proposal.
• Students will critically question problems and competing priorities in situations characterized by ambiguity and/or uncertainty related to new product development and branding cases.
• Students will demonstrate the ability to be creative and entrepreneurial in the New Product Proposal.
• Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their perspective logically and persuasively.
• Students will write effectively in professional contexts and in all common business formats.
• Students will create and deliver context specific presentations and/or lead meetings individually or collaboratively.

Required Materials

The following are required to complete your assignments and prepare yourself for exams. These materials are also on reserve at the Business Library in Fertitta Hall.

Available at the USC bookstore or other websites:
1. *Strategic Brand Management: Building, Measuring, and Measuring Brand Equity*, **4th Edition only**, Kevin Lane Keller, © 2013, Pearson Education, Inc.
2. *Best Practice Cases in Branding: Lessons from the World's Strongest Brands*, **3rd or 4th Edition only**, Kevin Lane Keller, © 2008, Pearson Education, Inc. **Students can acquire the case book from book seller websites or the value edition ordered for the USC bookstore.**
3. Additional Harvard Business School Digital Course pack: Contains specified class content and a case. A link will be sent to you and you will need to download the course pack directly from hbsp.harvard.edu and a link will be posted on our Blackboard site.

On-line Sources:
4. Access to Blackboard. All course content will be added to Blackboard (http://learn.usc.edu) as the class progresses. In addition, all Course Assignments will be posted under "Assignments" on Blackboard for reference. Please contact x03000 (Marshall Help Desk) if you do not know your USC account name and password or if you have any trouble accessing material from this class.
5. Access to Marshall Library's databases and resources.
6. Access to industry and business publications such as, BRANDWEEK.com, through the internet.

Prerequisites and/or Recommended Preparation:

BUAD 307-- Marketing Fundamentals

Course Notes:

All class information and slides will be posted to Blackboard.   For acceptable usage, refer to Class Notes Policies.

Grading Policies:

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target or curve, but on your performance. Historically, the average grade for this class is about a B+. Three items are considered when assigning final grades:
1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Ranking among all students in the class.

ASSIGNMENTS AND GRADING DETAIL:

Assignment Type:			
Experiential		45%	450 Points
Case Analysis		5%	50 Points
Exams		40%	400 Points
In-Class Participation		10%	100 Points
Individual Total:		**55%**	**550 Points**
Mid-term Exam		15%	150 Points
Case Assignments		5%	50 Points
Cumulative Final Exam		25%	250 Points
In-Class Participation		10%	100 Points
Group Total:		**45%**	**450 Points**
Brand Audit + Team Work Evaluation impact		20%	200 Points
Course Capstone Project: New Product Proposal & Presentation + Team Work Evaluation impact		25%	250 Points
Course Total		**100%**	**1000 Points**

Assignment Submission Policy:
Assignments are due on the date assigned, before class begins and in hard copy form (and sometimes in ecopy form). Late project assignments include assignments received after class begins, but before class ends, and receive a 10% penalty. After class ends, a 25% penalty per day applies. No late case assignments are accepted.

ASSIGNMENT OVERVIEW—INDIVIDUAL ASSIGNMENTS:

CRITICAL THINKING: ALL assignments are designed to develop and strengthen your Critical Thinking skills to make you a more successful problem solver. This supports a key USC Marshall Learning Goal and initiative. During the course of the semester, you will be directed to a website and specific learning modules that will provide you with references supporting this learning goal.

Case Assignments = 5%
- Cases allow you to step into the role of a Brand Manager and think analytically and creatively.
- To insure the class is prepared for our case discussions and workshops, you will be required to complete 3 assigned preparation papers of 2-3 pages for case questions posted to Blackboard.
- Case assignments are graded as pass/fail. The first case is worth 1% and the other cases are worth 2% each and are required in typed form. Bring 2 copies to class for each discussion. Hand written or minimally complete assignments receive 0% credit.
- **Sorry, NO LATE CASE ASSIGNMENTS CAN BE ACCEPTED since the answers are discussed in class that day. Any exceptions to this policy (medical emergencies) require written documentation and completion of a substitute assignment for a maximum of 1 case.**

Exams = 40%; Mid-term Exam = 15%; Cumulative Final Exam =25%
- A study guide will be given prior to the exam, along with details on the format.
- I provide all Blue Books. You need to bring a pen.
- Notes, books, calculators, cell phones, PDAs or other aids are NOT allowed during exams. I am available during all exams to answer questions on non-marketing word translations and for clarification.
- Issues with exam scoring need to be discussed with me within 1 week of returning the exam.

Exam Make-up Policy
- Any exam exceptions, scheduled or unscheduled, are penalized -30%. Missed exams must be scheduled within 24 hours of the missed exam date (except for documented medical emergencies).
- A student will be considered taking a late exam if he/she begins the exam after the first student has completed an exam at the scheduled time.
- For students that "accidentally" attend the incorrect exam period or day, the penalty is -50%.

Religious Holidays
- Religious Holidays and associated travel plans are well known in advance. If you require accommodations due to conflict with a religious holiday, I expect you to notify me at least 7 days in advance. Failure to follow this policy will result in stated penalties noted above.

In-Class Participation = 10%
- Active, positive and quality contributions to class discussions and completion of in-class exercises will be graded as a percentage of the total possible 30 points (1 point/class; total edited based on when student added the class). The following scale is used:

Participation Requirement	Points Earned
Active, quality contribution; completing in-class exercises	1 Point
Completing In-class exercises only	.7 Point
Asking questions only	.5 Point
Scheduled Absence	No point impact, up to 2
Unscheduled Absence or Disruptive Attendance	-1 Point

- Bringing in outside examples are encouraged throughout the semester and may be assigned "points" at my discretion. You cannot earn more than 100% of the allocated points.
- There are no "retro-active" or make-up points are allowed. You must sign the participation roster in class.
- Scheduled absences mean you notify me BEFORE class begins of your absence and will be excused for up to 2 dates and excluded from the total points possible. All assignments must be submitted as required on the due date, regardless of a scheduled or unscheduled class absence. An absent student is responsible for catching up on all in class material from other students, including in-class exercises.

<u>**ASSIGNMENT OVERVIEW—GROUP PROJECTS**</u>

<u>The Brand Audit and New Product Proposal = 45%</u>

- Students will form a Brand Management Team of 4-5 students and select a "real world" branded product for both the Brand Audit and New Product Proposal.
- I will form teams based on diversity guidelines communicated in class.
- **To insure integrity and fair competition, NO brands may be duplicated between the 3 class sections and NO brands can be duplicated from the prior academic year's classes. A list of excluded brands will be provided.** Each team will develop a first, second and third choice from their brand selection and brands will be "awarded" based on a lottery between the class sections.
- **Brands must be for existing branded products (no fictional or yet to be launched brands allowed).** No illegal or illicit products. Alcohol or tobacco brands are not permitted. No fantasy technology.
- It is recommended that brands be publicly held and based on product, service or product/service combinations, and targeted to a consumer segment you have easy access to.
- Projects are due on the assigned date/time or a 25% penalty per day applies.

The Brand Audit= 20%

The Brand Audit is a project that will help you understand your brand from the consumer perspective and its sources of equity. Key parts of the project are, but not limited to:

- Define your brand's positioning in your product category based on a consumer target.
- "Audit" the strength of your brand in terms of how it builds and manages its brand equity. Using the Brand Resonance Pyramid, you will evaluate and outline its current sources of brand equity FROM your consumer target's perspective during your primary research.
- Conduct primary research with a representative sample of your consumer segment and with a minimum of 50 completed, qualified consumer surveys (excluding marketing concentrations).
- Your Brand Management Team needs to hand-in a hard copy and ecopy of not more than 35 slides, excluding the Appendix. All primary research must be documented in the Appendix.

Course Capstone Project: The New Product Proposal=25%

The New Product Proposal (NPP) allows your team to experience 3/5 steps in the New Product Development process. The NPP builds upon The Brand Audit and all the concepts learned in the course, therefore it is a capstone project as your final assignment.

The parts of the project are:

- Brainstorming 3 potential new product concepts, along with providing consumer/brand rationale and product design rationale for each.
- Concept testing potential new product concepts. Both qualitative and quantitative primary research must be conducted. More details provided in class.
- Developing a management recommendation on which New Product Concept or revision of should be explored or not explored further AND how it fits or does not fit with your brand.
- Your Brand Management Team needs to hand-in a hard copy and ecopy of their New Product Proposal in a maximum of 50 slides, including exhibits. All primary research must be documented in an Appendix.
- Additionally, each Brand Management Team will present their New Product Proposal to the class on an assigned date within an allocated time. ALL Brand Team members must be present during their final presentation or the absent team member receive 0 credit for the presentation grade.

Individual Team Work Evaluation

- An individual evaluation of your team work occurs after the Brand Audit and New Product Proposal Projects to insure you earned the team's grade. Any grade impact will be determined by me and will be based on your specific individual contributions and their value, along with peer input from your team members. The process is put into place to insure all members are contributing fairly and consistently throughout the group projects and to learn how to best perform within a team environment.
- You will be also be required to evaluate your own performance and the performance of your team members by each deadline.
- Peer evaluations are standardized and required from each student.
- **If you miss the deadline, I will penalize your grade for the relevant group project -1% per class day for up to 2 classes. After that, the peer evaluation will be considered incomplete and the penalty applied is -10%.**
- Any issues with peer evaluation grading need to be communicated to me within 3 days of receiving your grade.
- The following grading scale will be used:

Your Final Team Evaluation	Impact to your Project Grade
95-100%	No impact
90-94%	-5%
80-89%	-10%
70-79%	-20%
60-69%	-30%
Below 60%	-40 to 90%
Didn't contribute	-100% ; no credit

Brand Management Team Protocol
To insure each Brand Management team is functional, the following guidelines apply.

Brand Management Team Director Role

- Each team is required to have a Director with prior college level directorship experience. The Director is automatically appointed the team's leader.
- The Directors can self-nominate themselves, but are interviewed and selected by the Professor. Directors can also be appointed by the Professor.
- To insure Directors meet the team's expectations, Directors are graded identically in the Individual Peer Evaluation Process.
- Directors will have the unique honor of using the title of "Brand Management Team Director" on their resumes.

Director responsibilities include:
1. Fostering a professional, productive, and open team environment.
2. Maximizing the team's performance for each project. This requires:
   - Leveraging each member's strengths
   - Allowing for a fair allocation of work
   - Motivating the team
   - Scheduling team meetings to be inclusive of team members and insuring work is well organized

Team Trades
Members (but not Brand Team Directors) of any team may negotiate a trade by the deadline indicated on the weekly schedule. Requesting a trade will have no effect on the evaluation of the person requesting one. A student requesting a trade to another team must:
- Submit his/her request in writing to each of the Team Directors (from/to) and the Professor.
- The request must indicate your substitute and have approval of the other student who is trading with you.

5

- The request must articulate the specific reason(s) why s/he is requesting the trade.
- All trades will be considered and approved/disapproved jointly by the Team Directors and the professor, however, a transfer does not need unanimous consent to be approved.

Performance Warning
- **Team members may be issued an official Warning to improve performance by the Professor.**
- **Team member(s) must FIRST communicate the need for performance improvement directly to the lagging team member, either verbally and/or in text.**
- If there is no performance improvement in 1 week, then the team members may decide to issue an official Warning.
- Any Brand team member may receive a Warning. Receipt of a Warning will definitely be factored into your Individual Team Work Evaluation.
- All reprimands must be approved and issued from the Professor.

Firings
- Any brand team member that receives 2 reprimands during the course of the semester is automatically fired from a team.
- **Anyone who is fired will receive zero credit for the group project and will fail the class.**
- Each group project must be completed to pass the course because each project achieves multiple learning objectives for the class.

Evaluation of Your Work:
You may regard each of your assignments as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

MARSHALL GUIDELINES

Add/Drop Process
If you are absent six or more times prior to the last day to withdraw from a course with a grade of "W", I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Retention of Graded Coursework
Final exams and all other graded work which affect 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 file it, not mine).

Technology Policy
Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability .

Statement on Academic Integrity

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

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

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 Section 11, Behavior Violating University Standardshttps://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Class Notes & Materials Policy

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

Class Notes & Materials Policy continued

No recording and copyright notice. <u>No student may record any lecture, class discussion or meeting with me without my prior express written permission</u>. 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 in class exercises and worksheets, study guides, summaries, PowerPoint's, case paper questions and analysis, project formats, prior 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. <u>Exceptions are made during the semester only for students who have made prior arrangements with DSP and me</u>.

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at <u>blackboard.usc.edu</u>.

Course Advisory
Students need to be flexible and open to the learning process. Additional readings and/or assignments may be added at the discretion of the professor. Furthermore, unforeseen circumstances may arise which mandate changes in the content and/or structure of the course.

COURSE CALENDAR/CLASS SESSIONS
Please refer to the separate course calendar.

Appendix 1

Goal	Program Learning Goal Description (and specific selected sub-goals)	Emphasis/ Relation to Course Objectives	Relevant Course Topics
**Marshall Undergraduate Program Goals**		
1	Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* Specifically, students will: 1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics 1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management 1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets) 1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices	**High** (Course learning objectives 1 to 6)	**Brand Managements Brand Equity Perceptual Mapping Mental Mapping Brand Resonance Pyramid New Product Development Qualtrics, Excel**
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* *Specifically, students will:* 2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.	**High** (Course learning objectives 1 to 5)	**5 Case Assignments & Discussions Brand Management Brand Equity Brand Positioning & Mantra Brand Elements New Product Development Process**
3	Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* *Specifically, students will:* 3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world 3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems 3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an	**High** (Course learning objectives 1 to 6)	**All class concepts 5 Case Assignments & Discussions Brand Audit New Product Proposal 2 Exams Qualitative and Quantitative Research In class exercises**
4	Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.* *Specifically, students will:* 4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors). 4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting. 4.3 Understand factors that contribute to effective teamwork. Continued on next page	**Moderate** (Course learning objectives 2, 4, 5)	**Brand Team Projects: Brand Audit New Product Proposal Role of brands 5 Case Discussions**

5	Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* *Specifically, students will:* 6.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.	**High** (Course learning objectives 3 to 6)	**Brand Audit** **New Product Proposal & Presentation** **5 Case Assignments & Discussions** **In-class exercises**
Goals Not Explicitly Covered In This Course (*Move any goal from above that is not explicitly covered in your course to the section below; you don't have to add any emphasis, or relevant course topic [delete this line]*)**.**			
6	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.* *Specifically, students will:* 5.1 Understand professional codes of conduct 5.2 Recognize ethical challenges in business situations and assess appropriate courses of action		