MOR 467 - Managing Innovation in Business: How Companies Win

Syllabus Spring 2025 **–** Tuesdays and Thursdays – 4-5:50pm – 4 Units

USCMarshall
School of Business

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Office Hours*:*   6-7pm Thursdays or by appointment

Course Description
Business Week recently observed that "making innovation work is the single most important business issue of our era."

This is an advanced management course designed for the strategist and the general manager - no technical background is assumed - as all organizations from startups to big corporations require **competing in environments where change and innovation are key drivers of competitive success**.

The approach is heavy on class participation and presentation based on a Socratic method and using concepts and examples from case studies, some articles and several guest speakers from companies such as Meta and Andreessen Horowitz, Silicon Valley's premier venture capital firm.

In addition to reviewing more traditional analytical tools and frameworks such as Porter's 5 Forces, the students will learn ones developed specifically for innovation from Silicon-Valley's premier consulting firm Regis McKenna - including Positioning Statement Template, beachhead or bowling pin methodology and "whole product" - as well as Steve Blank's "*The 4 Steps to the Epiphany*".

Learning Objectives
This course is well aligned with USC Marshall's overall Undergraduate Program Learning Goals and Objectives, most especially:
- *to demonstrate **critical thinking skills so as to become** future-oriented problem solvers, **innovators** and decision makers in diverse and **rapidly changing business environments***

In particular, a Socratic method lends itself especially well to developing these skills and recognizing that there are often no right or wrong answers but simply the best possible decisions at a particular point in time, including factors such as competition, available technology and consumer adoption/acceptance.
- *to develop **people and leadership skills** to promote their effectiveness as business managers and **leaders in the 21st century***'s evolving work and organizational structures

For this reason, the class is heavy on participation and presentation so students can practice communication and collaboration with others who may have different skills and points of view.
- *to learn to be **effective communicators** to facilitate information flow in organizational, social, and intercultural contexts*

The final project and presentations throughout the semester will require division of responsibilities, attention to detail and time and workload management - immediately applicable for student first jobs!

Specifically, by the end of the course, the students will learn the following skills:
- to identify signals when business change is necessary as opposed to a fleeting trend
- to implement methods such as "skunk works" to avoid undermining existing sales and culture
- to scale innovation when there is market readiness and/or product-market fit.

Prerequisites and/or Recommended Preparation:
This is an advanced management course recommended for upperclassmen and is not open to freshmen. Helpful/relevant prior courses could include BUAD 304 and/or 497

Required Materials
In addition to a Harvard Coursepack with case studies and articles, this 45-page excerpt of *The 4 Steps to the Epiphany* is made available online at no charge by Stanford University.

Marshall has site licenses for a variety of software that students can access free of charge. A list of available software is located here. If you have any concerns about purchasing required software, please let me know. You are responsible for ensuring that you have the necessary computer equipment and reliable internet access. Students are invited to explore what lab or loaner options exist. Contact the Marshall HelpDesk (213-740-3000 or HelpDesk@marshall.usc.edu) if you need assistance.

Course Notes:
In addition to the reading listed under Required Materials, the Regis McKenna Methodologies listed under Course Description - Positioning Statement Template, Beachhead or Bowling Pin Model and "Whole Product"- will all be posted under Content in Brightspace.

Grading Policies:
In-class participation is a critical part of this course's learning experience. Cold calling will 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 in *every* class.

Regarding readings, speaker questions and debates, students should diligently prepare and share the outcome of their analyses with the class. Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I assume the responsibility of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the group*. I expect students to provide the initiative for sound and lively discussion.

Absences, tardiness and unprofessional conduct will result in the loss of participation credit.

To underscore the importance of participation, 15 percent of the course grade is allocated to class participation.

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your **peer evaluations**.

At the end of the final project you will be asked to rate each of your teammates on a 0-5 scale where 0=poor including missing meetings and deadlines and not contributing as expected or needed by the team and 5=excellent including providing leadership, exceeding expectations in contribution including writing, strategy thinking and organizing/collaborating with classmates

ASSIGNMENTS/DELIVERABLES	Points	% of Grade
FINAL TEAM PROJECT PAPER/PRESENTATION	out of 30	30%
Midterm Exam	out of 100	20%
Final Exam	out of 100	20%
INTERIM PRESENTATIONS (2 PER TEAM)	out of 15*	15%*
PARTICIPATION	out of 10	15%
	TOTAL	100.0%

7.5 points each

This is a rigorous course, an A requires time and dedication to master strategic management innovation. The average grade in MOR 467 has been B+, which indicates solid understanding of concepts and practices.

Descriptions of Assignments/Deliverables:
- Final Project Paper and Presentation
    - To ensure diverse skill sets per team, in the first week or two of class students will choose their top three preferred skills among 5: Organizer/Communicator (including my main point of contact for the team), Writer/Editor, Powerpoint, Financial and Research. Students may choose up to 2 classmates to be on their team. I will assign the groups.
    - Minimum 20-page Paper about a company selected by the students
        - the first half of the paper should provide a company overview, a clearly stated hypothesis/problem statement/challenge, analysis of course frameworks and secondary research that supports the hypothesis and brief recommendations
        - the second half of the paper can include analysis of course frameworks that are not as relevant to the hypothesis and any financial/quantitative analysis
            - as an example, if a student team chooses Peloton as its company, I will work with them to narrow down to a manageable topic such as: *Peloton needs to better leverage its loyal community to generate new revenue*
                - See 📄 Example Final Report_ Peloton
    - Maximum 20-minute Presentation with 10-minute Q&A, ideally all students on the team present, business attire not necessary. Grades based on being concise and compelling, including how engaged your classmates are indicated in part by the questions they ask
- The exams will last 90-120 minutes with a mixture of True/False, Multiple Choice, Short Answer and/or Mini Case questions, about 25-30 in total
- The Interim Presentations follow the same guidelines as the Final Project with the same teams
- Participation, see Grading Policies above, students will be allowed to miss up to 3 classes without the potential of lowering their Participation Grade.

Use of AI Generators
Permitted on specific assignments
In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.
Please ask if you are unsure what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution. You may also submit this AI usage disclaimer.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, or in the course.]

*Note: The contents from your **Harvard Coursepack** are proprietary and **may not be uploaded to generative AI**, which may be queried regarding the concepts that the cases illustrate, but not the details of the cases.*

Collaboration policy (for non-quiz/exam assignments).
Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. For more information about unauthorized collaboration visit
https://libraries.usc.edu/tutorial/academic-dishonesty or
http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

Assignment Submission Policy:
Assignments must be turned in on the due date/time to mitch.feinman@marshall.usc.edu. Any assignment turned in late,will receive a grade deduction (for example, if your work is a B+ grade, you may be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my departmental mailbox by the start of class. Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work:
You may regard each of your submissions 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 re-evaluation can result in 3 types of grade adjustments: positive, none, or negative.

COURSE CALENDAR

	Topics/ Daily Activities	Readings and Homework	Deliverables and Due Dates
Week 1	Course Introduction, Strategy Refresher/ Background: 5 Forces, PESTEL, Horizontal/ Vertical Integration	Lecture notes	
Week 2	Article: Catching the Wave ; Regis McKenna Methodologies: Beachhead, Whole Product, Positioning Statements; Case: **Hallmark** Search for Turnaround	HBS #95103 (CP), HBS #W29725 (CP), Lecture notes	
Week 3	Guest Speaker: Rob Fried, former CEO SpiritClips, Labs division of Hallmark Cards		In-Class Presentations: Hallmark Search for Turnaround
Week 4	Case: **Encyclopedia Britannica**	HBS #KEL251 (CP)	In-Class Presentations: Encyclopedia Britannica
Week 5	Case: **GM** and Electric Vehicles	HBS #UV8652 (CP)	In-Class Presentations: GM and Electric Vehicles
Week 6	Case: Hey, Insta & **YouTube**, Are You Watching TikTok?	HBS #723426 (CP)	Guest Speaker: Dolly Dogiparthy, Product Manager, YouTube
Week 7	Case: **Google** and A Change in Leadership Style	HBS #W25879 (CP)	In-Class Presentations: Google and A Change in Leadership Style
Week 8	Case: **Whole Foods** Creating a Community of Purpose	HBS #2512BC (CP)	In-Class Presentations: Whole Foods Creating a Community of Purpose + **Midterm**
Week 9	Case: **Bumble**, Taking on Tinder	HBS #W28514 (CP)	In-Class Presentations: Taking on Tinder (Teams 1,2,3)
Week 10	Case: **Enron**, Innovation Corrupted	HBS #905048 (CP)	In-Class Presentations: Enron, Innovation Corrupted
Week 11	Lecture: StartUps and *4 Steps to the Epiphany*	Excerpt from The Four Steps to the Epiphany	Guest Speaker, Steven Greitzer CEO & Founder, Provenance,:
Week 12	Case: **23andMe**, Which Business Models?	HBS #W33345 (CP)	In-Class Presentations: 23andMe, Which Business Models?
Week 13	Case: **Meta**'s Pivot to the Metaverse	(HBS #IN1812) (CP)	Guest Speaker, Francisco Varela, VP, Growth Partnerships
Week 14			Final Group Presentations
Week 15			Final Group Presentations
FINAL			www.usc.edu/soc.. Select the corresponding semester and click on "Final Exam Schedule" link on the left side of the screen to see the date

Add/Drop Process
Most Marshall classes are open enrollment through the Drop/Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs (213) 740-0690; if new seats or sections are added, students on the interest list will be notified.

Retention of Graded Coursework
Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to you. If I returned a graded paper to you, it is your responsibility to file it.

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 during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, 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. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of Recordings
Pursuant to the *USC Student Handbook* (https://policy.usc.edu/studenthandbook/, pages 13 and 27), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes, recordings, exams, or other intellectual property based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relation to the class. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

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" (https://www.marshall.usc.edu/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.

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.

Exhibit 1 - Group Project Written Report: Annotated Outline

Cover Page	Include a title, your names and section number. Also indicate to whom (and where) the original report document should be returned when graded after the end of the term.
P. 1 Executive Summary	An executive summary is a concise overview of what you did, what you found, and what you recommend and/or what lessons are learned. It should not exceed one page in length. An executive summary should function as a "stand-alone" document: it should be intelligible to the reader without his or her having to read the rest of the report, and it should convey the most important points you have to make - what is your research question? Devices that enhance the readability of executive summaries include bullet points, headings, and (judicious) underlining or boldface for key words. Many people prefer to write the summary last. This has the virtue of capturing the paper as it is, after it has stopped evolving. It raises the risk, however, that the very first page the reader sees is the one written in the greatest haste and weariness. Plan accordingly.
P. 2 Introduction	Describe the organization, its management, the purpose of your work (research question), and how you went about your study (e.g., data sources, interviews, surveys, etc.). Note that you will have to condense your thoughts to a level of detail allowed by the space. If you have a main theme or point, this would be a good place to introduce it.
P. 3 Summary of Management Topic	Provide a summary of the company and/or management topic you are analyzing. This should be no longer than one full page in length and should set the stage for your analysis and recommendations. You will want to limit your discussion in this section only to the facts of what occurred, saving your description of why they occurred for the analysis section.
P. 4-6 Analysis	This section will mostly deal with your assessment of the management topic. Some questions you may want to think about include: What do your findings (from research or from field work) reveal about the topic or research question? What organizational structures and processes are involved in this issue? What aspects of human behavior (i.e. motivation) or processes are involved in this issue? How do different firms deal with this issue? What can be learned from these differences? In your analysis section, it is OK to anticipate your recommendations a bit.
P. 7-9 Recommendation and/or Lessons Learned (Take-aways)	It is helpful to present your points in as focused a manner as possible here. To summarize your recommendations or lessons learned, you may use a table, bullet points, diagram, or any other approach that works for you – but it all must fit within the page limits. You may also want to indicate which are short-term and which are long-term in nature. Most importantly, you should explain the theoretical and practical reasons behind your recommendations. Use the course material.
P. 10 Conclusion	One page (or less), possibly including: review, thoughts on the limitations of your study, and whatever key ideas you want the reader to come away with.
P. 11 Appendix: Group Process "Lessons Learned"	Attach a one-page description of your group process. It should include an analysis of strengths and weaknesses in your process. What went well? What would you do differently, and why? (Changing the group's members is not an option!) Taking notes on your meetings and other interactions could assist in developing this. Your experiences during the "STOP-START-CONTINUE" and other team reviews should be useful here.
Bibliography	List the sources for the data you use in your report. Please select a standard bibliographic format and use it consistently.

Exhibit 2 - Sample Executive Summary

This report highlights our comprehensive analysis of the Nuclear Tubing Room at American Radiatronics Corporation (ARC). The Tube Room has recently witnessed beneficial transformational change in the areas of output, labor efficiency, cost cutting measures, and group cooperation, but it continues to strive to maintain its relative position in an increasingly competitive market. We identified three major problems and offered five recommended solutions in the present report.

In the course of our research, we identified three major problems related to the Nuclear Tubing room:

- Workers' inability to communicate problems and concerns with each other.
- Strained interdepartmental relations among foreman and production workers, at both a formal and informal level, preventing maximum efficiency.
- Potential difficulties in maintaining current production and group relations in the event of Langley's probable promotion.

We recommend that one short term and four long-term measures be undertaken in order to ensure ARC's future prosperity:

Short Term:
1. Stage a mass meeting to highlight department interdependencies and prepare for change
Long Term:
2. Implement two monthly meetings to provide forums for voicing concerns
3. Start a company newsletter and quarterly social events to forge inter-departmental bonds
4. Elicit Langley's input in pre-planning for possible restructuring
5. Develop formal production and testing procedures for Tube Room processes

This strategy will allow ARC to capitalize on the strengths of the Tube Room, while trying to enhance Tube Room and interdepartmental relations. We are confident that the recommendations outlined in this report will help American Radiatronics maintain its competitive market position.

Exhibit 3 - Planning and Managing the Group Project: Some Suggestions to Consider

At every meeting:
- assign someone to coordinate the meeting (think about doing this in advance) and to keep the team on track and aware of time during the meeting; this role should rotate from meeting to meeting
- agree on a rough agenda and duration of the meeting (possibly in advance)
- at the end of the meeting, be sure that assignments for the next meeting are clear
- at the end of the meeting, discuss what you liked and disliked (feedback)
- if anyone is absent, assign someone to call that person and give an update
- schedule your next meeting

At the first meeting:
- get to know each other (what strengths and weaknesses do you each bring to the group? what are your respective tendencies for how you communicate and work?)
- discuss individual goals for this project (what do you want to learn? what are your preferences for such logistical issues as frequency and timing of meetings?)
- make sure that each group member reads and analyzes the case individually prior to meeting for a discussion of the case
- develop some aims and practical guidelines for making sure that *every* member is able (1) to be heard and (2) to make a valuable contribution to the group throughout the duration of the project
- plan the agenda for the rest of the meetings (starting with the suggestions presented in this document, develop a plan for the key steps in your project)
- schedule the rest of the meetings (don't forget to allow a little cushion)

In subsequent meetings, you may want to:
- discuss your individual analyses—identify problems/issues—get them all out
- discuss course concepts, theoretical perspectives, and models that might help identify/prioritize issues
- consider course topics from later in the semester that may be relevant to your analysis; if necessary, read ahead in the coursepack
- prioritize problems/issues
- examine and discuss how your group is functioning as a unit

Exhibit 4 - Grading Scale

• An A indicates you're demonstrating mastery over communication tactics and strategies such that a professional in a business context would strongly support and/or even celebrate presenting your work to a real business audience.

• A B indicates you're doing effective work. It's a "good grade" overall. There's no significant reason you couldn't have your work seen/heard by a business audience. It could simultaneously still use some meaningful refinement to optimize your contextual results. Your work may not indicate mastery or "go-to communicator" status, but it
could still be considered professionally effective.

• A C indicates that there's some meaningful work happening in parts of your communication efforts, but there are one or more elements that would cause a professional to say, "No, that really should not be seen/heard in its current form by a business audience."

• A D indicates that there are fundamental errors that we need to fix. Your communication in its current form may do yourself more professional harm than good if it were seen/heard by a business audience