MOR-531 (3 units)
Applied Product Management

Spring 2025

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Class meets 6:30-9:20pm on Wednesdays
Classroom: HOH 2

This version: April 8, 2025

Please note, this is the second of two Product Management courses, each worth 3 units: **MOR 530: Product Management I – Strategic Leadership in Product Management** and **MOR 531: Product Management II – Applied Product Management**. It is recommended to take **MOR 530** before **MOR 531**, as MOR 530 provides essential foundational knowledge in product management. MOR 531 builds on this knowledge, focusing on the practical application of developing a real product.
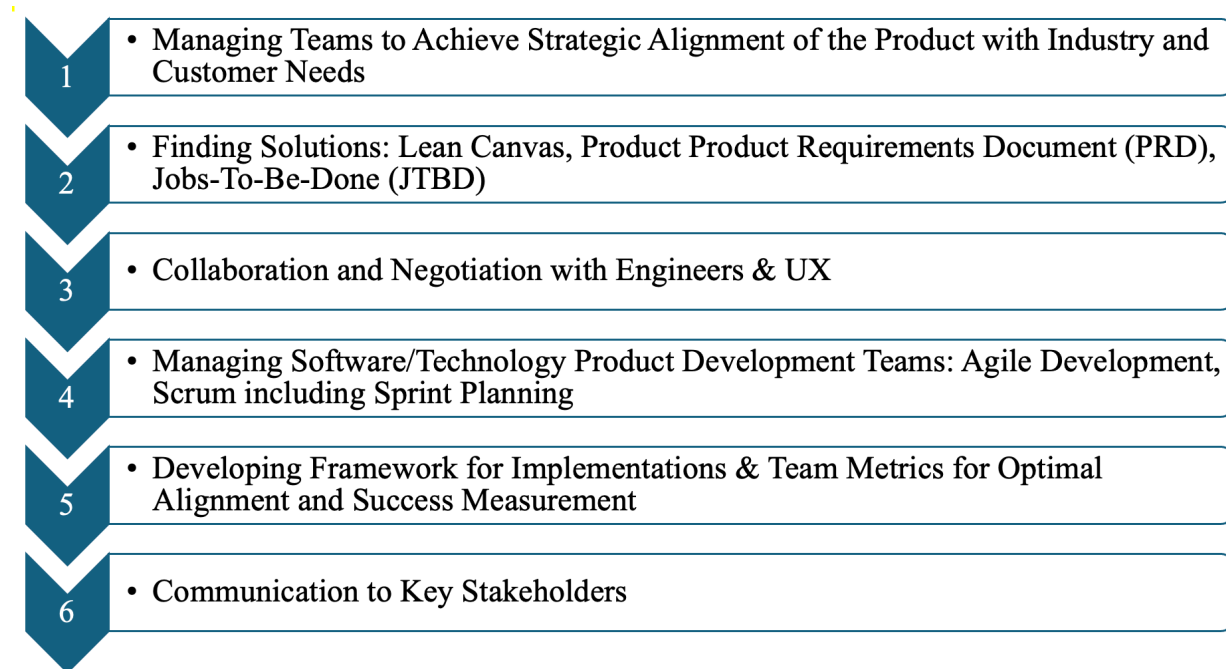
COURSE DESCRIPTION

The Applied Product Management Course is designed to equip students with a thorough understanding of key processes and toolkits essential for product management, with a particular focus on team management and stakeholder management. Through this course, students will not only learn to lead a product strategy from start to finish but also master the skills necessary to lead cross-functional teams, engage effectively with diverse stakeholders, and ensure fit with the firm's competitive advantage and overall strategy (both within the industry and from a corporate perspective).

Students will gain exposure to typical team and stakeholder management and strategy formation and implementation scenarios faced by product managers, and develop hands-on experience by managing a real technology application from start to finish, either through their own initiative or in collaboration with a local start-up. This course emphasizes iterative learning and real-time feedback, ensuring that students are well-prepared to navigate the strategic dynamic challenges of product management, while effectively managing teams and stakeholders to drive successful outcomes.

By the end of the course, students will achieve two key objectives. First, they will be proficient in the essential processes and tools of product management, with a strong emphasis on team and stakeholder dynamics as well as strategic planning and implementation. Second, they will enhance their ability to engage in in-depth conversations with recruiters, showcasing their comprehensive knowledge and practical experience in product management, including their team and stakeholder management capabilities. Achieving these outcomes improve students' professional prospects in the field.

While students may have encountered some aspects of the product management process in other courses, this course offers a systematic integration of these elements, specifically highlighting the importance of team leadership and coordination and engaging a diverse set of stakeholders to ensure strategy implementation within the product management context. The key processes and relevant toolkits covered in this course are outlined in the flow chart below, providing a visual representation of the systematic approach we will take. This ensures that students gain a comprehensive understanding of each element and its application within product management.

1. • Managing Teams to Achieve Strategic Alignment of the Product with Industry and Customer Needs

2. • Finding Solutions: Lean Canvas, Product Product Requirements Document (PRD), Jobs-To-Be-Done (JTBD)

3. • Collaboration and Negotiation with Engineers & UX

4. • Managing Software/Technology Product Development Teams: Agile Development, Scrum including Sprint Planning

5. • Developing Framework for Implementations & Team Metrics for Optimal Alignment and Success Measurement

6. • Communication to Key Stakeholders

This course is designed for students who have completed or are simultaneously taking MOR-530 (Strategic Leadership in Product Management), or who have some knowledge or experience in product management. Students will learn to apply product management principles through multiple product management case studies and a group project to analyze, propose and develop a product solution for a start-up or their own opportunity.

This course will reinforce the following applications of product management.

(a) Applying Product Management Strategies to different industries.
We will apply product management strategies to real-world problems and case scenarios across different industries including BtoC, BtoB, SAAS, e-commerce, and others.

(b) Designing Product Management Solutions as part of a group initiative.
Students will work as a group on their own project or a start-up initiative where they will diagnose a problem, provide a potential solution, develop and test a prototype, obtain customer feedback, and share out go-to-market learnings.

(c) Apply Stakeholder Alignment Strategies
Students will apply negotiation and alignment strategies in common product team settings to achieve effective stakeholder alignment. We will present several different product management scenarios to facilitate class engagement on ways to drive optimum alignment. For their group project, members will apply alignment and prioritization strategies to agree on the best outcome solution.

(d) Utilize Generative AI.
Students will practice applying AI appropriately and ethically in a variety of product management scenarios including their own group project. Several case studies will also include AI-powered centered solutions requiring optimization.

One way we will seek address these learning goals is by inviting product manager speakers to share their experiences applying product management and resultant outcomes. Different applications of product management solutions will be encouraged and discussed with speakers to facilitate the uncovering of best practices and friction points.

By the end of this course, students will gain valuable experience applying their product management knowledge in a variety of real-world situations.

In summary, this course provides students with a variety of real-world product management situations and the opportunity to apply learned principles to facilitate best case outcomes. Building upon MOR 530 Strategic Leadership in Product Management, students will gain further valuable opportunities to develop their skills in team alignment and stakeholder management.

This course is ideal for students who intend to pursue a career in product management or related product field (i.e. project management, program management).

COURSE OBJECTIVES

The goal of this course is for students to apply their knowledge of product management principles in a real-world case study group project as well as several in-class case studies. By the end of the course, students will be able to:
1. Provide a documented example of applied product management via their group project output.
2. Demonstrate the application of product management principles across a variety of company scenarios.
3. Display proficiency in leading and collaborating with cross-functional teams in a real-world product management group situation by utilizing effective communication tools and facilitating streamlined workflows.
4. Apply strategic frameworks and analytical tools in a real-world group project and in-class

case studies to formulate well-informed product strategies aligned with business objectives and market opportunities.

5. Practice methodologies for fostering innovation within product management, including rapid prototyping and agile and lean development approaches to align teams and achieve 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 valuable experience applying their product management knowledge across their real-world group project and several different case studies.

REQUIRED COURSE MATERIALS

Harvard Business Publishing Course pack: TBD

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

Recommended Books:
- Perri, Melissa. Escaping the Build Trap. How Effective Product Management Creates Real Value. 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.

You are responsible for ensuring that you have the necessary computer equipment and reliable internet access. Marshall has site licenses for a variety of software that students can access free of charge. A list of available software is located here. You 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.

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%**
Individual Assignments: Week 2: Guest Speaker Question/ Answer Submittals: Customer discovery preparation assignment (Brightspace) **5%** Week 4: Guest Speaker Question/ Answer Submittals (Brightspace) **10%** Week 5: Lean Canvas Development (Brightspace) **10%** Week 8: Guest Speaker Question/ Answer Submittals (Brightspace) **5%** Week 9: Guest Speaker Question/ Answer Submittals (Brightspace) **5%** Week 11: Guest Speaker Question/ Answer Submittals (Brightspace) **5%** Week 12: Guest Speaker Question/ Answer Submittals (Brightspace) **5%** Week 16: Final individual reflection **5%**	**50%**
Group Final Project	**40%**
Deliverable 1: Reports on Managing Teams to Achieve Strategic Product-Market Fit	*5%*
Deliverable 2: Product Requirements Document	*5%*
Deliverable 3: Prototype Submission & Test Results	*5%*
Deliverable 4: Implementation and Team Metrics Results	*10%*
Deliverable 5: In-Class Presentation	*5%*
Deliverable 6: Submittal of Written Presentation & Slides	*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.

Guidelines for participating in in-class discussion

This course success depends on the active engagement of students with the professor(s), fellow students, and guest speakers. The application of product management concepts and practices requires the student to 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.

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.

INDIVIDUAL ASSIGNMENTS (50% of total grade)

Guest Speaker Question / Analysis Submittal: 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:

Students will submit 2-3 questions for the guest speaker to facilitate in-class discussions. In some cases, guest speaker will provide initial pre-reading requiring student input prior to class. Guest speaker submittals graded with the following rubric. Quality of Question / Analysis (40%); Relevance of Question / Analysis (40%); Writing Clarity / Logic: (20)%

Lean Canvas Development: Students will be required to create a Lean Canvas for their team's chosen product, which will be due at the start of the Week 5 class. During the Week 5 class, each team will review and compare the designs and Lean Canvases created by their members and select a preferred version—or a combination of elements—to continue developing for the team project.

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.
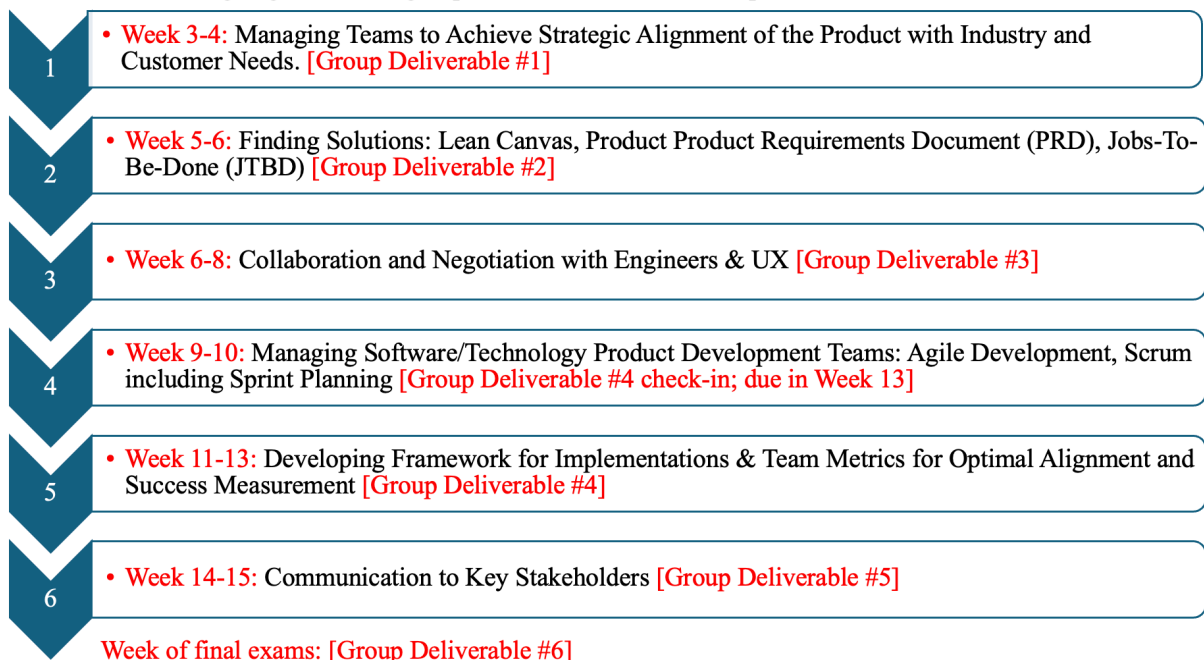
GROUP ASSIGNMENTS (40% of total grade)

Group Project: A considerable portion of the class grade (40%) will be devoted to applying product management principles through a comprehensive group project. The key milestones in

relation to the key product management process are summarized below:

Week 1-2: Solicit group project ideas from both a) Start-ups in association with a partner Incubator program(s) and b) Student-submitted ideas
Week 3: Assigning students to groups based on their rank order preferences

1 • Week 3-4: Managing Teams to Achieve Strategic Alignment of the Product with Industry and Customer Needs. [Group Deliverable #1]

2 • Week 5-6: Finding Solutions: Lean Canvas, Product Product Requirements Document (PRD), Jobs-To-Be-Done (JTBD) [Group Deliverable #2]

3 • Week 6-8: Collaboration and Negotiation with Engineers & UX [Group Deliverable #3]

4 • Week 9-10: Managing Software/Technology Product Development Teams: Agile Development, Scrum including Sprint Planning [Group Deliverable #4 check-in; due in Week 13]

5 • Week 11-13: Developing Framework for Implementations & Team Metrics for Optimal Alignment and Success Measurement [Group Deliverable #4]

6 • Week 14-15: Communication to Key Stakeholders [Group Deliverable #5]

Week of final exams: [Group Deliverable #6]

Explanations of Group Project and Group Assignments

Deliverable 1: Reports on Managing Teams to Achieve Strategic Product-Market Fit. Due at the beginning of the class in Week 4 Groups will liaison teams to conduct research for their project and summarize discovered friction points, stakeholder insights, opportunity description and sizing, and other input that will aid in the definition of their problem and proposed solution.
Deliverable 2: Product Requirements Document (PRD.) Due at the beginning of the class in Week 6. Groups will use tools such as Lean Canvas, Jobs-To-Be-Done (JTBD), and Product Requirements Document (PRD) to identify solutions, with the PRD serving as the final deliverable.
Deliverable 3: Prototype Submission & Test Results. Due at the beginning of the class in Week 9 Groups will submit their prototype (designed as a website, working Figma prototype, App or other working prototype) and initial test results. These results can be qualitative, quantitative, or a combination of both. For example, qualitative results might include insights gained from interview data, such as those covered in Session 2, which focused on methods for compiling and analyzing interview responses. Quantitative results, on the other hand, could involve statistical analyses or numerical findings derived from surveys or experiments.
Deliverable 4: Product Development and Implementation Results. Due at the beginning of the class in Week 15, with interim check-in in Week 11.   Groups will use tools such as Agile development, Scrum—including Sprint Planning and User Stories—to effectively manage teams and develop and refine their products. Groups will submit their implementation and team metrics results.
Deliverable 5: In-Class Verbal Presentation. Due at the beginning of the class in Week 15/16

Teams will present their group projects in-class via a 15 minute presentation and include a summary of deliverables #1-#4 and key learnings from their prototype launch & testing. Key learnings should also include how AI was utilized for their work.
Deliverable 6: Submittal of Written Presentation & Slides. Due at the beginning of the class in Week of Final Exams Teams will submit their presentation slides along with any explanatory notes to ensure the instructors understand all assumptions, rationale and data sources for the recommendation.

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 (e.g., medical emergency, death in the family) 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.

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.

You can access BRIGHTSPACE by going through the "My Marshall" portal http://mymarshall.usc.edu. You will need your UNIX password. 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 regulations although our goal is to have recordings of our sessions available Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

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 (note: material/speakers subject to change)

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
1	1/15	Review of Product Management Principles & Group Project	*Optional readings:* Schmidt, Dr. Anneke (2023, February 20). CareerFoundry *A Beginner's Guide to Product Manager Responsibilities* Retrieved from : https://careerfoundry.com/en/blog/product-management/product-manager-responsibilities/ Productboard's 2022 Product Excellence Report (In Brightspace) Overview of Individual Assignment #1 – Fitness App Case Study with Key Metrics provided on Brightspace. Rachitsky, L. (2019, April 10). A Three-Step Framework for Solving Problems. Retrieved from https://uxdesign.cc/how-to-solve-problems-6bf14222e424	Submit background survey by 5pm Friday 1/17 Submit group survey by 5pm Friday 1/17 (Both surveys are emailed to you, and Posted in the "announcement section" and "Week 1" folder")
2	1/22	Strategic Alignment of Product and Needs of Industry and Customer; Lean Canvas	In-Class Customer Discovery Exercise and discussion of lean canvas **Guest speaker** – Andrew Skotzko (Founder, Make Things That Matter; Product advisor) https://www.linkedin.com/in/andrewskotzko/ *Required readings/videos:* Torres, T. (2022, January 5). The What & Why of Continuous Discovery. Video. 42:26 Retrieved from: https://youtu.be/D8XfjowX_Fg?si=2I4h35m0-rgEN3fm Rob Fitzpatrick - How to Learn from Customers When Everyone is Lying to You https://youtu.be/0LwbFZkyRKk?si=HuzzRAajvMtfAN99 Maurya, Ash. (2019, January 19th). Lean Canvas framework. What is the right fill order for a lean canvas. Retrieved from	**Individual Assignment #1**– answer three questions related to customer discovery posted in "Week 2" folder on Brightspace course page, based on the project idea or vertical you indicated your interest in in the "Group survey"

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			https://blog.leanstack.com/what-is-the-right-fill-order-for-a-lean-canvas/ *Optional but highly recommended:* Rob Fitzpatrick. 2013 The Mom Test: How to talk to customers & learn if your business is a good idea when everyone is lying to you. CreateSpace Independent Publishing Platform; 1st edition (September 10, 2013)	
3	1/29	Group Project Assignment and Problem Identification	**Individual Team Meeting with Instructors & start up kick off** Each team will meet with the instructors individually for about 15min to discuss their proposed project. • **Assignment of slots:** available on Brightspace • **Meeting platform**: Meetings will be held on Zoom; the link can be found on the Brightspace Course Page under "Course Tools → USC Zoom." Problem Identification template for Group Assignment #1 (in Brightspace)	**Preparation:** Each team should be ready to discuss their project ideas with the instructor.
4	2/5	(1) Essentials of Design (2) Strategic Project Vision & Roadmapping for Team Management	**Guest Speaker** – Mellisa Mueller (Founder & UX/UX Design Director, Designery LA) https://www.linkedin.com/in/memueller/ DesignerUp, "How I built a REAL app using Figma AI in 48hrs! (Entire UX/UI" 21:01, Process Retrieved from: https://youtu.be/tdvlxcSep54?si=0HmVJG3widWe_Rlk A video reference Wireframes with Figma. https://youtu.be/6t_dYhXyYjI?si=pwv_dJUh2S3odAAp 2020, December 8. Figma UI Design Tutorial AJ&Smart Video 24:22 Retrieved from https://youtu.be/FTFaQWZBqQ8?si=ExsCtjSd9zbSnmJ1 Figma Tutorial: Prototyping Retrieved from	**Individual Assignment #2**– The guest speaker will assign each person to generate a design, which is due at beginning of class Group Deliverable #1 – Reports on Managing Teams to Achieve Strategic Product-Market Fit write-up due at beginning of class

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			https://www.youtube.com/watch?v=-sAAa-CCOcg&t=45s Interaction Design Foundation, *The Basics of User Experience Design.* In Brightspace. (Skim this reference document which covers UX design, design thinking, UX research, & other topics). 2024, June. The ultimate guide to roadmapping for product teams Retrieved from: https://www.aha.io/roadmapping/guide/roadmap/ultimate-guide PRD template for Group Assignment #2 (in Brightspace)	
5	2/12	(1) No-code/low-code development (2) Using Jobs to be done, and Lean Canvas	**Walkthrough of Design Examples, Low-Code/No-Code Development, Prioritization, and Reserved Team Time for Project Work** Christensen, C; Hall T; Dillon, K; Duncan, D. (2016, September) *Know Your Customers' "Jobs to Be Done"* Harvard Business Review. https://hbr.org/2016/09/know-your-customers-jobs-to-be-done Gilad, I. Idea Prioritization with ICE and The Confidence Meter. Retrieved from: https://itamargilad.com/the-tool-that-will-help-you-choose-better-product-ideas/	**Preparation:** Teams should be ready to compare each member's design. Class time will be allocated for teams to discuss and select the design they wish to pursue. **Individual Assignment #3**– Lean Canvas due at beginning of class
6	2/19	Prototyping	**Teams collect feedback on prototype in class** Teams will gather feedback on their prototype through multiple avenues: meeting with Gordon, Nan, and Parvitz, as well as engaging in a "speed dating" session to receive in-class feedback on their design. Overview of Individual Assignment #2 - Customer SAAS Case Study	Group Assignment #2 – Product Requirements Document (PRD) due at beginning of class **Preparation:** Teams

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			(Collaboration tool) and Prioritization (Overview & Key data in Brightspace) Rapid Prototyping Product Plan, Retrieved from https://www.productplan.com/glossary/rapid-prototyping/ Nero, N. (2023, October) Clareto Agile Process Guide On Brightspace (pre-read for next week) Kaplan, Kate Usability 101 Retrieved from https://www.nngroup.com/videos/usability-101/	should have their prototype ready to present to instructors, the TA, and other teams for feedback.
7	2/26	Deployment	**Reserved Time for groups to work on transferring their prototypes to working sites** **Assistants available for Q&A <mark>[on Zoom; Sign-Up via Google Sheet]</mark>** • **Sign-up**: Use the Google Sheet for Q&A (link to be provided). • **Meeting platform**: Meetings will be held on <mark>Zoom</mark>; the link can be found on the Brightspace Course Page under "Course Tools → USC Zoom."	No class meetings; time reserved for groups to work on their project; interested groups can sign up for
8	3/5	Generate Feedback on Prototype	**Guest speaker** – Sherri Pimentel (Product @ Amazon Prime Video, Ad Tech), https://www.linkedin.com/in/sherri-pimentel/ Dam, R. F. and Teo, Y. S. (2023, August 31). Test Your Prototypes: How to Gather Feedback and Maximize Learning. Interaction Design Foundation Retrieved from: https://www.interaction-design.org/literature/article/test-your-prototypes-how-to-gather-feedback-and-maximise-learning Martins, J. (2024, January 16). How to use t-shirt sizing for project estimation Retrieved from https://asana.com/resources/t-shirt-sizing	**Individual Assignment #4**– The guest speaker will assign a case (Brightspace); due beginning of class

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			Guest Speaker: industry case study	
9	3/12	Go-to-Market Strategy	**Go-to-Market:** Go-To-Market Strategy Template (On Brightspace) **Guest Speaker** – Jake Hirsch (Product Marketing @ Google Gemini) LinkedIn: https://www.linkedin.com/in/jakehirsch1/ **Required Materials:** Reading: Product marketing vs growth marketing: what's the difference? https://www.hotjar.com/product-forge/product-marketing-vs-growth-marketing/ Reading: The Leaking Bucket Problem, https://urldefense.com/v3/__https:/medium.com/@sharma.chirantan/the-leaking-bucket-problem-1a0d5fa69850__;!!LIr3w8kk_Xxm!vfu_PFZ--NrAH6u-SIi5sbvIFrhAscpQ9vr_QRyu38nh_zceWTu6iEkNsDrB9TYZl5aTJ4kzYDrQ6EpOpcPqPm-SUW2o$ Video: Crossing the Chasm, https://www.youtube.com/watch?v=Y-97AXOPzJo Video: Innovator's Dilemma, https://www.youtube.com/watch?v=yUAtIQDllo8 Optional Readings: Lauchengco, M (2022). Wiley. Loved: How to Rethink Marketing for Tech Products,. Chapter 1 When David Beats Goliath: Why Product Marketing Matters and Chapter 2: The Fundamentals of Product Marketing	**Individual Assignment #5**– The guest speaker will assign a case (Brightspace); due beginning of class Group Deliverable #3 Prototype Submission & Test Results due at beginning of class

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			e-book link: https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01USC_INST:01USC&search_scope=MyInst_and_CI&tab=Everything&docid=alma991043614498503731 Compass, L. *A Framework for Go-To-Market Strategy* First Round Capital. Retrieved from https://review.firstround.com/leslies-compass-a-framework-for-go-to-market-strategy Rosansky, E. *The most Common Go-to-Market Questions This Expert Gets from Early Founders*. First Round Capital. Retrieved from https://review.firstround.com/the-most-common-go-to-market-questions-from-founders Supan, J. *What I Learned From Developing Branding for Airbnb, Dropbox, and Thumbtack.* First Round Capital Retrieved from https://review.firstround.com/what-i-learned-from-developing-branding-for-airbnb-dropbox-and-thumbtack	
10	3/19	No Class	Spring Recess 3/16-3/23	
11	3/26	Metrics for Optimal Alignment and Success Measurement	Readings de Haaf, B. (2015, November 2). 15 KPI Metrics Every Software Product Manager Should Know Retrieved from https://www.aha.io/blog/software-product-management-metrics Patel, N. (2018, September 14). Crazy Egg/ 3 A/B Testing Examples	**Individual Assignment #6**– (Brightspace); due beginning of class Continue prototype testing & refinement

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			That You Should Steal. Retrieved From https://www.crazyegg.com/blog/ab-testing-examples/ Aggarwal, Tarush (2022, June 2). *The Three Dashboards Every Startup CEO Needs* Forbes. Retrieved from https://www.forbes.com/sites/forbesbusinesscouncil/2022/06/02/the-three-dashboards-every-startup-ceo-needs/?sh=65f093933156 Gotthilf, G. *The Tenets of A/B Testing from Duolingo's Master Growth Hacker* First Round capital Retrieved from https://review.firstround.com/the-tenets-of-a-b-testing-from-duolingos-master-growth-hacker Jordan, J; Hariharan, A; Chen, F.; and Kasireddy, P. (2015, August 21) *16 Startup Metrics* Andreesen. Horowitz. Retrieved from https://a16z.com/2015/08/21/16-metrics/ **Skim and read Metric #8 on CAC.**	Group Assignment #4 Implementation and Team Metrics Results check in; due later in Week 14
12	4/2	Develop Implementation Strategy & Launch	Brightspace Materials **Guest Speaker – Amada Pace** (Group Product Manager @ Walmart Data Ventures), https://www.linkedin.com/in/amanda-pace68/ **Readings:**	**Individual Assignment #7**– The guest speaker will assign a case (Brightspace); due beginning of class
13	4/9	Practice presentation - Round 1	**Individual Team Meeting with Instructors & Practice their Presentations** Each team will meet with the instructors individually for about 15min to discuss their proposed project. • **Meeting schedule**: See Brightspace Course Page	**Preparation:** Teams prepare presentation to practice with instructors

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			• **Meeting platform**: Meetings will be held on <mark>Zoom</mark>; the link can be found on the Brightspace Course Page under "Course Tools → USC Zoom."	
14	4/16	Practice presentation - Round 2	**Individual Team Meeting with Instructors & Practice their Presentations** Each team will meet with the instructors individually for about 15min to discuss their proposed project. • **Meeting schedule**: See Brightspace Course Page • **Meeting platform**: Meetings will be held on <mark>Zoom</mark>; the link can be found on the Brightspace Course Page under "Course Tools → USC Zoom."	
15	4/23	Team Presentations (Part 1)	• **Final Presentations:** 7 teams will present • **Guest speaker/judge**: Lucas Pols (Pegasus Angel Accelerator), • **Discussion with Guest:** startups, tech, and AI	Group Assignment #4 Implementation and Team Metrics Results Due at beginning of class Group Assignment #5 - Team Presentations
16	4/30	Team Presentations (Part 2); Final Review & Connection to Interviews	• **Final Presentations:** remaining teams will presnet • **Course Evaluation** • **Final Review: Translating Your Product Experience into PM Interviews and Career Success** **Guest speaker/judge:** Hans Yang (GM, Microsoft for startups; former product lead at Zynga, Yahoo, BCG) LinkedIn: https://www.linkedin.com/in/hanscyang/ o We will provide more instructions and materials for final individual reflections. They will consists typical PM interview questions and how your experience of developing	Group Assignment #5 - Team Presentations (cont'd) Final individual reflection

Class Session	Date	Topics	Content/Advanced Required Readings	Deliverables and Due Dates
			a product in this class can be used to address those questions	
Week of Final Exams				Group Assignment #6 Written Presentation & Slides Due on 5/7/2025

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS
How MOR-531 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	MOR-531 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
Learning Goal #3: Motivate and Build High Performing Teams. **Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.**		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	2, 6	Discussions
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.		
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	2, 5, 6	Project, discussions