
Product Management

Marketing 475

Fall 2012

Time and Location: Tuesday & Thursday 3:30pm-4:45pm, Grant Hall 205
Credit Hours: 3
Instructor: Dr. Anna S. Cui
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Office Hours: Tuesday 2:00-3:00pm

College of Business Administration

University of Illinois at Chicago

Course Description

This course focuses on the development and management of new products from a marketing perspective. It investigates various stages of the new product development process, such as concept generation, project evaluation, development and product launch, and the role of marketing in making new products more successful.

The course is designed to help you understand the management issues involved in the process of new product development, and develop strategic thinking and learn tools and techniques to make better decisions in the management of new products.

This course takes an applied approach, and will be taught via a combination of lectures, class discussions, and a team project. You will work both individually and in teams on various new product management issues. At all times you are encouraged to draw upon your knowledge from other courses you have taken, and practical experiences from outside the classroom.

Learning Objectives

Upon completion of this course, students will be able to:

- Understand the product planning and development process
 - Understand the important role of marketing in new product management
 - Apply strategic thinking and specific tools to analyze new product management issues
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Class Materials

Textbook (required): Crawford, Merle and Anthony Di Benedetto, *New Product Management* (9th or 10th Edition). Boston, MA: McGraw-Hill. (C&DB).

Software (required): The *Marketing Engineering software (ME^{xl})* can be purchased directly from the publisher at <http://www.decisionpro.biz/student-software-download>. You need to register and enter the **student access code dpro5533** to get the discounted student price. You can choose a six-month license (\$40) or a 12-month license (\$50) if you plan to use this software beyond this class.

Cases (required): Most cases are included in the Marketing Engineering software. Three cases need to be purchased directly from Harvard Business School Press at: <http://cb.hbsp.harvard.edu/cb/access/14676528>

Articles (required): Articles will be posted on Blackboard.

Test One	Individual	20%
Test Two	Individual	20%
Case Write-up	Individual	14%
Team Project		35%
Survey		5%
Report		25%
Presentation		5%
Class Participation	Individual	11%
Total		100%

Tests

Tests are not accumulative. Make-up tests are only given after the regularly scheduled tests, and only due to valid reasons (written proof is required).

Case Write-ups

Seven case studies will be used in this class. A 1-2 page (single-spaced) write-up is required for each case. Case write-ups are individual work and graded as pass or fail. On a 100 scale, *pass* is counted as 100 points and *fail* is counted as 50 points. Guidelines for case write-ups and case discussions are given on P. 5-6 of this syllabus.

Harvard Business School (HBS) cases

Three of the cases are Harvard Business School cases. Case discussion questions will be assigned beforehand for each case. For these cases, students are required to read the case before class and be prepared for discussions. Case write-ups are due at the time of the class discussion.

Marketing Engineering (ME) cases

Four of the cases are Marketing Engineering cases that come with the software. Case discussion questions will also be assigned beforehand. For these cases, students are required to read the cases before class, but will work on them in class on the computer before the case is discussed. For these cases, the case write-ups are due in the class following the case discussion class.

Team Project

Students will form teams of 4 or 5 members and conduct a project together. Since part of the purpose of the project is to allow students to learn to work as part of a team, under no circumstances will individual projects be accepted.

Each team is required to work on a new product concept, including generating and describing the concept, conducting marketing research and market segmentation analysis for the concept, and evaluating its market potential. The students are to apply the knowledge and techniques learned in class to work on the project. The instructor will provide guidance during the process of the project. Periodically, team meetings with the instructor will replace lectures.

The team's project performance will be evaluated based on:

1. Survey design: The market research for the new product concept requires a survey data collection. The design of the survey will be graded and feedbacks will be given to revise the survey before actual data collection.
2. Final report: At the end of the semester, each team is required to submit a write report of the project (Maximum 8 single-spaced pages not including appendices).
3. Presentation: At the end of the semester, each team is required to give a 15-20 minute presentation of their project. Each member is required to participate in the presentation.

The due dates and dates for team meetings with the instructor are given in the syllabus's class schedule section. A detailed guideline for the project will be given later in the semester.

To ensure each team member performs responsibly, a peer evaluation will be conducted at the end of the semester. You should be honest and impartial in your evaluations. The instructor reserves the right to correct and/or discard evaluations if they appear to be questionable. The grades of students who are consistently rated as very poor performers are reduced.

Specifically, if 3 out of 5 (or 2 out of 4) team members rate a student's performance in the team project as "unsatisfactory", then the student's grade is reduced to 80% of the grade of the team. No team member will receive a project grade higher than that given to the team.

Class Participation

Participation in class discussions is crucial for effective learning in this class. A student's class participation grade is determined based on his/her contribution to class discussion, which includes both the quantity and quality of comments in class. Detailed criteria for evaluating class participation are given on P. 5 of this syllabus. Disruptive behavior in class will affect your class participation grade.

Policies

- Please be punctual. If you need to leave early, please let me know before class starts.
 - It is expected that you attend all classes and meetings, unless there is a compelling reason for missing a class. If you miss a class, it is your responsibility to arrange with another student for class notes or materials handed out in the class. There are no make-up lectures or meetings.
 - Late assignments are not accepted.
 - Class attendance will be taken randomly throughout the semester. A student that misses more than two classes out of the randomly taken attendance can not get an A.
 - Please adhere to professional behavior in class. Refrain from talking, reading a newspaper, eating, chewing gum etc. Such behavior is disruptive and discourteous. Disruptive behavior in class will affect your class participation grade.
 - Do not use computers in class unless you are instructed so.
 - Final course grades are final. Unless I make a mistake in calculation, I will not change a final grade. No Incomplete or Deferred grades will be given.
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Academic Dishonesty

Any act of academic dishonesty during the tests will result in a 0.0 grade for the course and possible suspension from the University in accordance with the University's academic policy guidelines. Please refer to the categories of academic dishonesty in the student handbook.

Plagiarism is using the words or ideas of another author as if they were your own. This is considered a form of cheating and can result in a zero grade for the course. Using another's ideas or words is acceptable if used properly, that is, to acknowledge quotes, or use your own words to express ideas (it doesn't matter if you can't say it better, just say it differently). Do not hand in an assignment that is similar to another student's. Both parties may be penalized in this case.

Special Accommodations

Students with verified disabilities are eligible for a variety of support services. Information can be obtained from the Office for Access and Equity (M/C 602), 717 Marshfield Avenue Building, 809 South Marshfield Avenue, Chicago IL 60012-7207, (312) 996-8670.

Guidelines for Case Studies

Preparation before class and class participation are crucial for case studies. Students are expected to closely read the cases beforehand and be prepared to discuss the assigned material.

Class discussion

For class discussions, you're expected to not only answer the question, but more importantly, to defend your answers. That is, you have to demonstrate the reasons/logics behind your answers.

Criteria of evaluating contributions to class discussion include:

1. Willingness to participate.
 - Whether and how often you make comments in the discussion
2. Quality of comments. Whether the comments are:
 - Insightful
 - Supported by logic, facts or analysis
 - Relevant to the current discussion
 - Focused rather than general. Concrete and specific suggestions are more valuable than general ones such as finding out what customers want.
 - Original or simply "safe"

While case study sessions are devoted to discussions, class discussions are incorporated in other sessions too. The same criteria are applied to evaluate participation in other sessions.

Case Write-ups

The purpose of the case write-ups is to help you prepare for the case discussion and give you a chance to practice professional writing skills. Case write-ups are individual work. Below are the guidelines for the case write-ups.

1. Ideas
 - Address all the discussion questions provided.
 - Present insightful discussions and solutions to the case.
 - Provide focused rather than general comments and solutions.
 - Develop your own thoughts. There is no need to repeat what is in the case. It is your own thought, analysis, ideas, solutions, and recommendations that will be valued.

- Be concise and focus on relevant issues.

2. Support

- Do not only answer the question, but also defend your answers. That is, you have to demonstrate the reasons/logics behind your answers, which can be in the form of logical arguments, theories, facts, data analysis, tables, graphs, etc. Your writing should demonstrate clear evidence and logical reasoning. A short answer without any substantial support will result a zero.

3. Organization

- Organize your writing in a logical and structured manner. This not only makes it easier for the reader to follow your thoughts, but also shows the clarity of your thinking.

4. Writing/style

- Use a professional writing style (e.g., simple declarative sentences, active voice).
- Use exhibits (tables, graphs, etc.) only when necessary. Make sure you reference them in the text.
- Avoid grammar mistakes. Proofread your writing before turning it in.
- Format. It is important that your work complies with acceptable standards of presentation. The length of the write-up should be minimum 1, maximum 2 pages, single-spaced, not including exhibits. All written work submitted should be typed in 12 point font, 1 inch margin, and stapled in the upper left hand corner. Please do not use display folders or plastic pockets, they will not add to your mark and will be discarded. Marks may be deducted for poor presentation, spelling, grammar, or other technical errors. These requirements apply to both case write-ups and project reports.

Course Schedule

Wk	Date	Topic	Readings	Work Due
1	08/28	Course Overview		
	08/30	The NPD Process	C&DB Ch. 2	
2	09/04	The NPD Process	HBS Case: Northern Telecom (B): The Norstar Launch	HBS Case Write-Up
	09/06	Understanding Customers	Eager Sellers and Stony Buyers	List Of Team Members
3	09/11	Understanding Customers	Turn Customer Input into Innovation	
	09/13	Understanding Customers	Customers as Innovators	Product Idea
4	09/18	STP Approach: Segmentation and Target Market	Rediscovering Market Segmentation	
	09/20	STP Approach: Segmentation and Target Market – Cluster Analysis	Marketing Engineering for Excel: Segmentation and Classification Tutorial	
5	09/25	STP Approach: Segmentation and Target Market – Cluster Analysis	ME Case: Conglomerate Inc.'S New PDA (2001)	

	09/27	STP Approach: Segmentation and Target Market – Survey Design		ME Case Write-Up
6	10/02	STP Approach: Positioning	Marketing Engineering for Excel: Positioning Tutorial	
	10/04	STP Approach: Positioning	ME Case: Infiniti G20	
7	10/09	Concept Generation	C&DB Ch. 4, 5 Exam review	Project Survey
	10/11	Test I		
8	10/16	Concept Generation	HBS Case: IDEO Product Development	HBS Case Write-Up
	10/18	Team Meeting I		
9	10/23	Project data collection		
	10/25	Concept Evaluation: Concept Potential	Knowing A Winning Business Idea When You See One	
10	10/30	Concept Evaluation: Forecasting	C&DB Ch. 11 Marketing Engineering for Excel: Bass Forecasting Tutorial	
	11/01	Concept Evaluation: Forecasting	ME Case: Ford Hybrid Car	
11	11/06	Development: Conjoint Analysis	Marketing Engineering for Excel: Conjoint Analysis Tutorial	ME Case Write-Up
	11/08	Development: Conjoint Analysis	ME Case: Kirin USA	
12	11/13	Launch	C&DB Ch. 17, 19	ME Case Write-Up
	11/15	Launch	HBS Case: Clocky: The Runaway Alarm Clock Exam review	HBS Case Write-Up
13	11/20	Team Meeting II		
	11/22	Thanksgiving, No Class		
14	11/27	Work on Project Report		
	11/29	Test II		
15	12/04	Presentation		
	12/06	Presentation		Project Report

Note: The class schedule is tentative and may be adjusted to accommodate changes.