

Product Design and Marketing

MKTG 464B Section 81 Spring Quarter offering 2010. Syllabus version 3.0

Monday Evenings, 18:30 to 21:30 , Room TBD, Jacobs Center
Blackboard URL:

Course Catalogue Description: This minicourse explores the role of product design in marketing. Specifically, the course examines the target customers' emotional response to the design of products and packaging. Students will be introduced to tools — including “neuromarketing” and semiotics — for evaluating product designs and corresponding emotions, and will learn about the role of product/packaging design in building brand equity. Finally, the course will review the role of product/packaging equities such as intellectual property in building and sustaining the advantages of product design.

Why take this course? The influence of classic design methodologies in strategy and product marketing has increased with the complexity and uncertainty of new product development challenges. The influence has manifest itself in the emergent management community that espouses “design thinking”. This hybrid approach to innovation has its roots in some of the classical principals of strategy and marketing. By exploring the commonality between differentiation or niche business strategies and marketing principles such as branding and brand equity, the opportunities of design thinking for both strategists and marketers become more transparent and actionable.

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Session Schedule: Five class meetings, 180 minutes each 5/3, 5/10, 5/14, 5/17, and 5/24 Note here that we meet twice during week seven of the quarter because of classes being rescheduled around Memorial Day. No class on Memorial Day May 31st.

Teaching Style: Product design and marketing methods and practices will be introduced through demonstration and discussion in the first half of each class period. Industry specific examples will be investigated through case studies addressing firms in multiple sectors of the economy. The class discussions and assignments are designed to help us learn from each other.

Reference Materials: This course is a hybrid offering with no text dedicated to the subject available. There is however a case pack (reader) of materials/case studies. Most all the content of the reader is required to be read as scheduled unless otherwise noted as recommended content. Recommended content is supplemental. Instructors will do their best to make these materials available online. Additionally, there are a number of relevant and interesting recent books on the subject that will be referenced in lecture and discussion and for the future reading benefit of the course participants.

Course Schedule (subject to change): *One 3 hour class session per week in sec. 81*

Session #1:

Subjects: Course Overview

- Innovation in context of product/service design
- The business system and the manageable dimensions of innovation
- Innovation and embedded design thinking
- The dimensions of Product Design
- Product Design methods that lead to marketing insight
- Brand equity and product design
- Product Form following product function
- Brand meaning that maybe encoded in packaging through Design
- Brand meaning and visual equities
- From product function to Brand meaning through product design
- Case studies, historic and contemporary

Readings/Assignments for Week #1:

1. Review Reader contents #1 through #5 (See page 7 of this syllabus)
2. Assignment #1 posted to blackboard site, due 24 hours before next class.

Session #2:

Subjects: Innovative design methodologies that lead to non-obvious marketing insights

- Discussion of Assignment #1
- The challenges of conventional product and packaging design
- IDEO process, challenges and opportunities
- Case Studies

Readings/Assignments for Week #2:

1. Review Reader contents #6 through #8 (See page 7 of this syllabus)
2. Assignment #2 posted to blackboard site, due 24 hours before next class.

Session #3:**Subjects:** Semiotics and Product/Packaging Design

- Discussion of Assignment #2
- Consumer purchase rationale and why we do what we do
- Visual equities, brands, product packaging and the wiring of the human CPU
- Product packaging and the logic of point of the purchase decisions
- The promise of the brand and the meaning of the user experience
- Semiotics as a tool for designers
- Triggering association and encoding meaning in semiotic packaging
- Semiotics as a tool for designers to create and establish brand meaning
- Semiospheres and consumer experiences with products
- Brand invention theory: From emotion to visual equities
- Case studies

Readings/Assignments:

1. Review Reader contents #9 through #10 (See page 7 of this syllabus)

Session #4:**Subject:** Brands and Customer centric models of product character

- Emulation is the sincerest form of flattery.. and the end of your profit margin
- Intellectual property as the policy tool to incent innovators and brand owners
- Product function and economic utility
- Product design and form following function
- Brands and the cognitive touch point of the user experience
- Intellectual property, from function to form to brands and emotions
- The atomic model of Intellectual Property
- Resonance with branding models
- Product design and form following emotion
- Brand invention theory: From function to visual equities and from emotion to visual equities

Readings/Assignments:

1. Review Reader contents #11 through #13 (See page 7 of this syllabus)
2. Assignment #3 posted to blackboard site, due 24 hours before Session 5.

Session #5:**Subject: Student presentations and Course Summary (cont.)**

- Student presentations of Assignment 3
- Course Review and Summary
- Course participation self analysis and study group participation evaluation
- TCE

Readings for Future Interest:

1. Review Reader contents #14

Grading (Below weighting is subject to change):

Grade Component	Individual / Group	Weight
Class Participation	Individual	20 %
Write-ups/Assignments	Study Group	50 %
Final Assignment (take home exam)	Individual	30 %

Classroom Etiquette and Class Participation

All students are expected to fully comply with the *Kellogg Code of Classroom Etiquette*

http://www.kellogg.northwestern.edu/stu_aff/policies/etiquette.htm

In addition, compliance with the classroom code of conduct applicable at other schools of Northwestern University where respective student has been admitted is expected.

Additionally, please adhere to the instructors Electronic device Policy, no use of the internet or networked communications of ANY KIND during class. LapTops may be used for taking notes but not from the front row of the class room. Please stay in the back rows if you elect to do this.

Please leave your name card/tent up for the entire duration of each class and keep the same seat for the duration of the quarter.

You are expected to attend all classes. Please e-mail instructors in advance if you will not be present at any given class. Your attendance is an important element of our collective learning experience and hence the Class Participation Grade.

Much of the learning in this course comes from class discussion. Your classroom participation grade will be based on attendance, preparation, familiarity with the reading materials, and the quality of your contribution. Some of the key characteristics of **valuable contributions** are as follows:

- Relevance: Are your comments timely and linked to the comments of others?
- Advancement: Do your comments take the discussion farther or deeper than previous comments?
- Fact-based: Have you used specific data from the case, from readings, or from personal experience to support the assertions that you are making?
- Logic: Is your reasoning consistent and logical? Do you use concepts from the readings or lectures correctly?
- Originality: Do your comments merely restate the facts or do they provide new insights?

Generally, an important criterion is your contribution to the creation of a positive learning environment. For example, correcting me when I make a mistake or asking what appear to be "dumb questions" about what is being covered both *do* help. In the case of "dumb questions", very often half the students will have the same question in mind and are relieved that someone has posed it.

To increase opportunities for effective participation, I will occasionally cold call students either to open the class or during the course of a discussion. If you feel that you are preparing well but that I am not calling on you often enough, please let me know so that instructors can adjust.

Case Assignments/Study Groups:

Assignments typically pose a number of questions that should be efficiently addressed in a format specified on the assignment. You are expected to form study groups of 4-5 students (exact size to be determined in class #1) for discussion of the cases and notify the instructor of your grouping by the end session 1 or as soon as possible by e-mail. We require that you stay in the same study group throughout the mini-course.

Final Assignment:

A final, timed assignment will be undertaken after session #5 as an individual activity. Students will begin and complete the assignment within a specific time window. The assignment will be made available to individual course participants via electronic or hard copy form. .

Feedback on your Performance in this Course

I am very willing to help each student group develop and polish the course deliverables. I welcome the opportunity to comment and edit drafts of student work, provided that I am given ample time. Teams or individual students can arrange meetings with me, schedule permitting. Note that for the downtown section 71, I will be in my office at Wieboldt Hall Each week at least 1 hour before class begins.

If time permits, we will discuss a proposed schedule of final project interim (ungraded) deliverables to help students prepare and manage their time during the quarter.

Honor Code

All students are expected to abide by the *Kellogg Honor Code and ANY OTHER RELATED NU Honor Codes* in undertaking and completing deliverables for the assignments in this course. See Below URL for link to the Kellogg Honor Code:

http://www.kellogg.northwestern.edu/stu_aff/honor/hcode12.htm

Acknowledgements

Ideas for this course have come from past students, faculty and other collaborators. The instructor acknowledges all contributions and appreciates solicited/unsolicited suggestions for improvement.

MKTG 464B Casepack Contents

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(R) = Required Reading... (S) = Suggested Reading

1. Course Syllabus version 2.0
2. Putting the Customer First Always **(R)** Book Chapter
3. How Business is Adopting Design Thinking **(R)** BW Article 2009
4. 12 ways to Innovate, Sawhney et al article **(R)** SMR publication 2006
5. The Competitive Edge **(R)** Innovation Journal Article
6. Innovation as Learning Process Embedded Design Thinking **(R)** CMR article 2007
7. Evoking Brand Values with Design Sky Remote Case **(R)** DMI Review article 2006
8. An Interview with Tim Brown **(S)** McKinsey Quarterly 2008
9. Opportunities at the Nexus of Semiotics and IP **(R)** DMI Review article Spring 08
10. Visual Brand Language Article **(R)** DMI Review piece 2008
11. Snow White shows the way **(R)** MIP Article
12. Intellectual Property: The Ground Rules **(R)** Kellogg Teaching Note
13. The Shape of things to come.. **(R)** Sloan Mgmt Review/ WSJ article
14. Measuring Future Brand Effect of Graphic Design **(S)** DMI Review piece Fall 2007