



Marketing 465
Marketing-Led Innovation
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	Days	Time
Class Meeting Times	Saturday	1:30 PM – 4:30 PM

Overview

For those seeking knowledge in innovation, strategy, design, and management of new products and services, we will explore various issues and problems facing the introduction of new ideas into the marketplace. The course will benefit students who are interested in pursuing careers in marketing, product and service management, project management, brand management, product and service consulting, and entrepreneurial ventures. We will cover emerging markets, disruptive technology, and the social and economic factors that drive success. The course will combine theory, case studies, in-class team labs, guest lectures, and practical tools and techniques – all of which you will utilize in your team project, the primary course deliverable.

This course is a project-based course. Your team will be given a marketing challenge based off of a real situation. These situations will range from a start-up company with a new product idea, to a socially conscience initiative, to a major brand losing market share. I have arranged with working professionals to minimally assist each project team. Many of them are faced with the problem you have been given.

Required Material

- Course Packet consisting of cases, readings, and notes
- The course does not follow a textbook. However, two books are required for the class:
 - *Design-Driven Innovation* by Roberto Verganti
 - *A Whole New Mind* by Daniel H. Pink.

Throughout the course I will be giving reading assignments from both of these books, along with readings from the Course Packet.

Grading

Grades will be computed as follows:

• Class Participation & Attendance	30%	Individual
• Group Participation	10%	Individual
• Process Report	10%	Group
• Concept Pitch	25%	Group
• Strategic Plan	25%	Group

Individually adjusted for peer evaluation (20%)

Each of these assignments are discussed below:

1. Class Participation

Case discussions are one of the most valuable parts of the course and effective discussions are only possible if everyone is well prepared. It is important that you come to class prepared to carefully present and defend your analysis of the case. In a typical case session, I will open with a few remarks and then ask for your opinions on the case. It is critical that you are prepared to “open” the case discussion with your analysis and take the case in a meaningful direction. If you are not well prepared, it is better to admit this and pass. Both your classmates and I will quickly discern shallow comments. I strongly encourage each student to prepare an executive summary of each case and bring it to class. When I cold call on you, this will help quickly organize your thoughts and lead to a more productive discussion. Class participation is a large fraction of your grade and will be assessed at each session.

2. Group Participation

This is a hands-on, “learning-by-doing” class. During the course of the class, you will work with your group on multiple in-class assignments. On the last day of class, each of your other group members will evaluate your contribution to the group throughout the quarter.

3. The Course Project

The course project is a substantial part of your course grade. You should plan to work on the project for the entire quarter – this is not a project that you can start at the last minute. The project will be based on real situations within real companies; these will vary between company size and a variety of industries. Each team will have a contact person within that company who will serve as your guide. He or she will give insights into the culture, the company's process for innovation, research, consumer insights, and new product development.

There are three parts to the course project and they are as follows:

- 1) The teams' first assignment will be to examine and understand the new product development process within the company they are representing. Each group will prepare a presentation showing the process along with an analysis. The presentation should be 10-15 minutes in length.
Both a hard and electronic copy of your slides are due at the beginning of class.
- 2) The second phase will be the innovation of a new product idea that is a solution to the given problem.

Creating and marketing new innovative concepts requires a keen awareness of the social, economic, and cultural shifts occurring in society – all of which influence a product's initial acceptance and lead to its projected life cycle. Furthermore, developing ideas that speak to the problem at hand requires a collaborative effort from diverse thinkers. Understanding how to capitalize on analytical thinking with design thinking is desired in today's business environment. These skills are typically found within different individuals, so the real value lies in learning how to work collaboratively with different talents. To assist in acquiring this skill, each team will be working directly with professional designers ranging from industrial, to graphic, to advertising designers, as well as creative thinkers. Their involvement will be to provide a short brainstorming session in the development and positioning of your product idea. This will give each team the opportunity to have practical experience working with talents from differing disciplines. Having a good idea is only part of the equation, Knowing how to organize, plan, and work with a team of diverse minds is key when working to turn an idea into reality.

In the 6th week of class, each group will make a concept pitch presentation. The concept pitch will last a maximum of 10 minutes. Evaluation of the concept pitch will be based on evidence that you have spent time critically thinking about the concept, the clarity of the presentation, and the innovativeness of the concept.

Both a hard and electronic copy of your slides are due at the beginning of class.

- 3) The last phase of your project is to develop a strategic plan. In the 10th week of the quarter, each group will present their **marketing plan** to the class (there is no requirement for a written marketing plan). The marketing plan presentation will last a maximum of 15 minutes, and should follow the guidelines in, “Writing a Strategic Marketing Plan” from your course pack. Evaluation of the marketing plan presentation will be based on evidence that you have thought critically about the strategy and tactics required for the implementation of your concept, as well as the clarity of your presentation. *A copy of your slides is due at the beginning of class.*

1. Honor Code

The Kellogg Honor Code is applicable in this class. The complete text of the Honor Code is available on the Honor Code web site.

<http://www.kellogg.nwu.edu/student/gma/honor/index.htm>

The Honor Code is enforced at Kellogg and violations are subject to disciplinary sanctions.

General ethics and Honor Code concerns may apply to the specific components of this course as follows:

- **IP Issues and NDAs:** Your team project may include intellectual property issues, for example, if you choose to do a project on a product you may one day launch, or for a company for which you may one day work. You are responsible for discussing these issues with your teammates, classmates, and professor. It is strongly recommended that you have a signed non-disclosure agreement for sensitive issues before you begin working together on your project. You will also need to present your project to the professor and to the class. If your project is “Top Secret” it may not be suitable as a class project.
- **Working in Groups:** I expect you to have a full understanding of any written material you, or somebody else on behalf of you, submit(s) with your name on it. You must come to this understanding in collaboration with your group and you must be completely familiar with the material and be able to answer questions about the assignment. Substantial contribution by each group member is expected. The act of signing the assignment signifies that you have substantially participated in the preparation of the assignment.

The discussion in this syllabus of the Honor Code, while intended to be as comprehensive as possible, may not cover all applications of the Honor Code. If you believe something is unclear or omitted, please do not hesitate to bring this to my attention.

In-Class Etiquette

My goal is to have a classroom environment that enhances the learning environment. Students are expected to attend every class and inform me when unable to do so. You should be punctual and remain in the classroom throughout. If you have to leave early because of unavoidable circumstances, you should inform me. Students should refrain from disruptive behavior such as surfing the web, checking e-mail and holding side conversations. Cell phones ringing in class can be very disruptive. Thus, all students should turn off their cell phones before the start of class. Laptops should not be used in class for any purpose other than those directly involved with taking notes or participating in class.

Assignment for the first class meeting:

- Design Driven Innovation pages 1-16
- A Whole New Mind pages 7-47
- Complete personal questionnaire about yourself
- Bring your favorite new product to class. Be prepared to give us reasons why you like it