MKTG 465 Marketing-Led Innovation

Rough Draft. This is NOT a final syllabus, rather provided to give you a sense of the direction and focus of the course. It will be modified by the start of class in January 2015.

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Course Overview

This is primarily a team project course in which you will learn why, when, and how to develop successful new products and services. For students who have a keen interest in strategy and the development and introduction of new ideas, this course provides a comprehensive understanding of the principles of successful new products and services, processes for developing and bringing new ideas to market, and methods for evaluating and measuring the success of those ideas. This course will benefit students who are interested in pursuing careers in marketing, product and service management, brand management, and entrepreneurial ventures. A reasonable familiarity with marketing strategy and marketing research will be beneficial as you will have the opportunity to apply and deepen these fundamentals. The course is a combination of theory, case studies, in-class team labs, guest lectures, and practical tools and techniques - all of which you will use in your team project – the *primary* course deliverable. In your team projects, you will have the opportunity to bring a new product to market based on an underlying marketing strategy (i.e. attack, defend, create new market, etc.). The project is condensed into 10 weeks. While 10 weeks may seem like a short amount of time in which to bring a new product to market, it is representative of today's business environment. For example, Spanish fashion retailer, Zara, brings 10,000 new items to market every year with a time to market of less than four weeks. Of course, depending on the industry, product development cycles can vary dramatically (aerospace product cycles can run up to three decades before a new product is brought online). In the lectures, we will cover the phases of the new product process – from insight to launch. You will also have the opportunity to learn techniques to use in the various stages including discovery, ideation, concept formation, and migration path development. Following lectures, we will discuss cases and execute in-class exercises designed to illustrate how the principles might be applied in practice as well as give you the opportunity to develop your product in real-time. At times, we will be joined by industry practitioners who will help to enrich the learning experience.

Required Material

- Course Packet

Not Required

- Razeghi, Andrew (2008), THE RIDDLE: Where Ideas Come From and How to Have Better Ones*, San Francisco, Jossey-Bass/Wiley.

- Razeghi, Andrew (2012), THE FUTURE OF INNOVATION, SlimBooks.

- Razeghi, Andrew (2013), THE UPSIDE OF DOWN: Using a Downturn to Your Advantage

Further Reading

You may find some of these additional readings useful references.

Christensen, Clayton (1997), *The Innovator's Dilemma: When Technologies Cause Great Firms to Fail*, Boston, Massachusetts, Harvard Business School Press.

Clancy, Kevin J., Robert S. Shulman, and Marianne Wolf (1994), *Simulated Test Marketing*, New York: Lexington Books.

Cooper, Robert G., Product *Leadership: Creating and Launching Superior New Products*, Cambridge, Massachusetts, Perseus Books.

Cooper, Robert G. and Scott J. Edgett, and Elko J. Kleinschmidt (1998), *Portfolio Management for New Products*, Reading, MA: Addison-Wesley.

Cooper, Robert G. (1993), *Winning at New Products: Accelerating the Process from Idea to Launch*, 2nd edn., Reading, MA: Addison-Wesley.

Crawford, C. Merle and C. Anthony Di Benedetto (2000), *New Products Management*, 6th edn., Boston, MA: Irwin/McGraw-Hill.

Downes, Larry and Chunka Mui (1998), *Unleashing the Killer App: Digital Strategies for Market Dominance*, Boston, Massachusetts, Harvard Business School Press.

Foster, Richard and Sarah Kaplan (2001), *Creative Destruction*, McKinsey & Company, New York, New York, Currency Books.

Gladwell, Malcolm, (2000), *The Tipping Point: How Little Things Can Make a Big Difference*, New York, New York, Little, Brown, and Company.

Gorchels, Linda, *The Product Managers's Handbook*, (2000) NTC Business Books, 2nd Edition.

Hamel, Gary, Prahalad, C.K. (1994), *Competing for the Future*, Boston, Massachusetts, Harvard Business School Press.

Hamel, Gary (2000), *Leading the Revolution*, Boston, Massachusetts, Harvard Business School Press.

Kelley, Tom (2001), *The Art of Innovation*, Doubleday.

Kuczmarski, Thomas D. (1996), *Innovation: Leadership Strategies for the Competitive Edge*, Lincolnwood, IL: NTC Business Books.

McGrath, Michael E. (1996), *Setting the PACE in Product Development: A Guide to Product and Cycle-time Excellence*, revised edn., Oxford: Butterworth-Heinemann.

McGrath, Michael E. (2000), *Product Strategy for High Technology Companies: Accelerating Your Business to Web Speed*, 2nd edn., New York: McGraw-Hill.

Michalko, Michael (1991), *Thinkertoys: A Handbook of Business Creativity*, Berkeley, California, Ten Speed Press.

Moore, Geoffrey A. and Regis McKenna (1999), *Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream Customers*, revised edn., New York: HarperBusiness.

Smith, Preston G. and Donald G. Reinertsen (1991), *Developing New Products in Half the Time*, New York: Van Nostand Reinhold.

Thomas, Robert J. (1993), *New Product Development*, New York: John Wiley & Sons.

Thomas, Robert J. (1995), *New Product Success Stories*, New York: John Wiley & Sons.

Urban, Glen L. and John R. Hauser (1993), *Design and Marketing of New Products*, 2nd edn., Englewood Cliffs, NJ: Prentice Hall.

Van Dulken, Stephen (2002), *Inventing the 20th Century: 100 Inventions That Shaped the World*, London, England, The British Library Board.

Wheelwright, Steven C. and Kim B. Clark (1992), *Revolutionizing Product Development*, New York: The Free Press.

Zaltman, Gerald (2003), *How Customers Think: Essential Insights into the Mind of the Market*, Boston, Massachusetts, Harvard Business School Press.

Evaluation of Work	Weight	Context
• In-Class Contributions	20%	Individual
• Prototype	20%	Group
• Final Report (Written Plan)	20%	Group
• Final Presentation (Slide Deck)	40%	Group

1. What is the profile of an outstanding in-class contributor?

The difference between in-class *participation* and in-class *contribution* is in the relevance and quality of your questions and comments. Participation involves showing up and speaking. Contribution involves reflection, analysis, and *synthesis* of the principles, cases, and applications discussed in the course. You will be assessed on your contributions.

Outstanding in-class contributors:

- arrive on-time and prepared

- take time to compose their thoughts, promote and defend their positions before presenting them to the class (note: the amount of time required for thought composition is, of course, highly variable, i.e. some outstanding contributors think very quickly on their feet, others need more time to formulate a position or question; the relative speed of your analysis is not as significant as the quality and relevance of comments and questions that result from your analysis)

- take in-class discussions in meaningful directions – as evidenced by their ability to surface "new insights" or dive deeper into an issue rather than echoing previous insights of their fellow classmates

- actively listen to fellow classmates' questions and comments (e.g. they seek to answer questions posed by their classmates if prepared to do so)

- elevate the overall quality of the in-class experience through passion for the material

- participate in active Q&A during the team presentations at the end of the quarter (see Team Project – Presentations below for more information)

You will have many opportunities to exercise your skill as an in-class contributor. If you fear that your raised hand is being overlooked, please see me early in the quarter so that I can correct this error on my part. Your class contribution score starts at 0 and can increase or decrease (yes, it can be negative). Positive contributions increase your score. Frequent absences from class, poor preparation, and detrimental participation decrease your score. Proper classroom etiquette is expected and includes: 1) arrive on time and prepared, 2) make no sidebar comments to your neighbors, 3) treat your teams work seriously, and 4) when challenging a comment of your fellow classmates, attack the position, not the person. Violations are rude and disruptive to the class, but are not an Honor Code violation.

2. What are Team Project Presentations and how are they evaluated?

Near the middle of the quarter, you will be given an opportunity to *present* your project (idea) in class in order to solicit real-time feedback from the class to your idea. You will be responsible for incorporating this feedback into the further development and improvement of your idea. Of course, you are not required to respond to every suggestion or question offered rather you should use this opportunity to improve your overall thinking. Near the end of the quarter you will deliver your final presentation before the class and *evaluate* the projects of your classmates in the class in which you are not presenting. As "the audience", you will be asked to complete an assessment of each teams' presentation. This is considered part of your in-class contribution as well as taken into account when I evaluate each team's presentation. Students who are not in attendance for presentations will be penalized via your course contribution grade. Team project presentations will be evaluated based on a number of factors which will be made available during the quarter. Among the factors evaluated: strategic fit between the unmet need, underlying brand equity (if relevant) and your product or service, uniqueness of the idea, creativity employed, ability to engage and maintain audience interest, feasibility, and others.

3. What is the Team Project Report?

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 (well, you could, but odds are the quality will suffer). The lectures and discussions each week should mirror your progress on the project. Your project should be progressing at the same pace. Your team should plan at least one meeting with me during the course of the class in order to get feedback on your progress. It is critical that you seek out feedback on the scale, scope and direction of your project. The innovation coaching meetings with me are informal in nature and intended to help your team focus, make decisions, clarify unanswered questions, and generally help you improve your ideas. Your final Team Project Report is essentially a narrative description of your pitch (although it provides you the opportunity to provide detail you can't communicate on slides). The body of the report is to be NO LONGER THAN 12 pages (but the appendix can be as long as you'd like).

4. Grading

Your course grade is a weighted average of those items listed above. As most all Kellogg students are very attentive to deadlines, I don't expect this to be an issue; however, if you face extraordinary or extenuating circumstances and will not be able to meet a deadline, you must contact me well in advance to discuss the situation. Re-grade requests must be submitted within 48 hours from when the assignment is returned. Along with the graded assignment, you must attach a letter explaining why you are requesting a re-grade. While I will consider the specific concerns, I will re-grade the entire assignment. Please remember that small changes in your grade on a single assignment typically do not affect your overall course grade.

5. 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.

Honor Code issues seldom arise because of Kellogg's culture. However, in the event that there is an issue, violations will be reported and the appropriate disciplinary actions will apply according to The Honor Code.

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 you project is "Top Secret" it may not be suitable as a class project.

- **Doing Individual Work:** You may discuss your papers and cases with other students in the class but the final case write-up must be done individually. You may not use materials containing case analyses from other sources. This includes, but is not limited to, material from current and former Kellogg students. Similarly, students may not use materials distributed by faculty to previous classes.

- **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 (e.g. course project). 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. Manage "team crises" within your group first, before bringing issues to me (e.g. if you have a free rider problem, attempt to remedy it within the group. Self-govern).

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.

6. Laptop, Tablet, & Mobile Device Policy

They are not allowed during class times.

BEFORE THE BREAK

Class Topic:	Course Overview & The Case for Innovation
Class Wisdom:	*"If you don't know where you're going, any path will take you there."* – Sioux proverb
Pre-reading(s):	Preparing for the Perfect Product Launch
Assignment Due:	Bring your favorite new product (or service) to class and be prepared to share it with others. If you are unable to bring the actual product (e.g., a service for example) simply be prepared to discuss what the service and why you like it.

AFTER THE BREAK

Class Topic:	Innovation Principles & Team Formation
Class Wisdom:	*"It took me a lifetime to think like a child."* – Pablo Picasso
Pre-work:	Bring 2 problems to class that you would like to attempt to solve.
Assignment Due:	Be prepared to share the problem areas you are interested in solving "for" with your peers. You will be given only a few seconds to quickly explain the problems (literally 5 seconds per person). For example, "I'm interested figuring out a better way to make trip planning seamless" and "I'm interested in figuring out how to apply social technology to the eradication of the AIDS epidemic in Africa." Your problem definition statements do not to be as clearly defined at this point, but teams will be formed based upon interest areas. NOTE: You will form teams in this first class meeting.

WEEK TWO   Managing the Downside & Marketing-driven Innovation Techniques

BEFORE THE BREAK

Class Topic:	Why New Products Fail (and How to Avoid Common Pitfalls)
Class Wisdom:	*"Failure is simply an opportunity to begin again, this time more intelligently."* – Henry Ford
Pre-reading(s):	Look First to Failure
Assignment Due:	Your team will be given 2 minutes in class to present your "Failed Product Defense." You are to present why you launched the product, why it failed, and what you would do to fix the problems associated with the product's failure. NOTE: Your revised solution may include any number of factors including changes to the product, brand, packaging, features, positioning, pricing, target market, category, marketing communications, etc.

AFTER THE BREAK

Class Topic:	GUEST SPEAKER: TBD
Class Wisdom:	*"Though the outcomes of successful innovations appear random, the processes that result in their success often are not."* – Clayton Christensen
Pre-reading:	Darwin and the Demon How to Kill Creativity
Assignment due:	TBD

WEEK THREE   What Makes a Great Idea (and What Investors Look For in Ideas & Innovators)

TBD

WEEK FOUR   Mid-term Pitch

BEFORE & AFTER THE BREAK

Class Topic: Mid-term Presentations

Class Wisdom: *"Experience is the worst teacher. It always gives the test first and the instruction afterward."* - Anonymous

Pre-reading(s):   None

Assignment Due: All teams will pitch

WEEK FIVE   Marketing-Driven Innovation

BEFORE THE BREAK

Class Topic: Feedback from Professor Razeghi on your mid-term presentations. We will discuss the feedback as a class to benefit all teams.

Class Wisdom: *"Experience is the worst teacher. It always gives the test first and the instruction afterward."* - Anonymous

AFTER THE BREAK

Class Topic: Brand-driven Innovation & Creating What People Don't Know They Want

Class Wisdom: *TBD*

WEEK SIX   Concept Testing & Experimentation

BEFORE THE BREAK

Class Topic: Creating Experimentation Plans

Pre-reading(s):   SONY Case

Assignment Due: Hand-in your SONY Case. This is an individual assignment. Case questions to be answered will be posted on Blackboard prior to class for download.

AFTER THE BREAK

Class Topic: The Entrepreneurial Life

Class Wisdom: *TBD*

Assignment Due: TBD

WEEK SEVEN   Go to Market Strategy

Class Topic: Going to Market: Strategies & Plans for Successful Launch

Class Wisdom: *"Failing to learn is learning to fail."* – Starbuck's coffee cup

Pre-reading(s):   none

Class Topic: B2B Innovation

Class Wisdom: *TBD*

Assignment Due: TBD

WEEK EIGHT   Launch Management & Communications

BEFORE THE BREAK

Class Topic: Pre-Launch: Getting Creative in Going to Market

We will discuss techniques for preparing for launch, driving awareness, trial, adoption, and repeat purchase.

Class Wisdom: *"Well done is better than well said." – Benjamin Franklin*

AFTER THE BREAK

Class Topic: Post-Launch: Launch Management. We will discuss techniques, methods, and principles for managing new products post-launch.

Class Wisdom: *"Any man who afflicts the human race with ideas must be prepared to see them misunderstood." –* Henry Louis Mencken, humorist, journalist, and critic

WEEK NINE   FINAL PRESENTATIONS (GROUP 1)

Class Topic: FINAL PRESENTATIONS

Assignment Due: Half of the teams will present their final presentations. All students will score the presentations, offer feedback, and questions. Your final deliverable will be discussed in the course. It will consist of a PowerPoint deck (no limit on number of slides although it is highly-recommended you keep your number of slides to no more than 10-12). You can include an appendix at any length to support your product.

WEEK TEN   FINAL PRESENTATIONS (GROUP 2)

Class Topic: FINAL PRESENTATIONS

Assignment Due: Half of the teams will present their final presentations. All students will score the presentations, offer feedback, and questions. Your final deliverable will be discussed in the course. It will consist of a PowerPoint deck (no limit on number of slides although it is highly-recommended you keep your number of slides to no more than 10-12). You can include an appendix at any length to support your product.

*Everything on the syllabus is subject to change and will be announced when/as changes are needed due to guest speaker schedules, etc.