

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

| | |
|---|--|
| DEPARTMENT: MANAGEMENT PROGRAMS | COLLEGE: COLLEGE OF BUSINESS |
| COURSE PREFIX AND NUMBER: ENT 6116 | CURRENT COURSE TITLE: ADVANCED BUSINESS PLANNING |
| CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2012 | TERMINATE COURSE (LIST FINAL ACTIVE TERM): |
| CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: | CHANGE PREREQUISITES/MINIMUM GRADES TO*: ENT 6016 AND ADMISSION TO ANY GRADUATE PROGRAM AT FAU CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade. |
| Attach syllabus for ANY changes to current course information. | |
| Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. | Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each. |

Faculty contact, email and complete phone number: Gary Castrogiovanni, castrogi@fau.edu, 7-3654

| | | |
|---|--|---|
| Approved by: Department Chair: <u><i>Gary Allen</i></u> College Curriculum Chair: <u><i>Robert Smith</i></u> College Dean: <u><i>Allen Coats</i></u> UGPC Chair: _____ Graduate College Dean: _____ | Date: <u>9/26/11</u> <u>9/26/11</u> <u>9-27-11</u> _____ _____ | ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes |
|---|--|---|

Email this form and syllabus to diamond@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Venture Creation

Thursdays, 7:10 – 10:00 p.m. in BU 208

Gary J. Castrogiovanni

Email: castrogi@fau.edu

Phone: (561) 297-2523

Office: DS 207D

ENT6016-001

Fall 2010

3 Credits

Course Description

This Venture Creation course is an elective course in the MBA program and a requirement in the Technology and Innovation Certificate Program. It involves comprehensive study of the elements of entrepreneurship, focusing on the critical factors involved in the initiation of a successful venture. Thus, the course provides an overview of the entrepreneurial process, beginning with the initial idea through start-up, growth, and harvesting the business. Using the business plan as a primary learning vehicle, you will learn to manage all elements of a new business venture. The course deals with such topics as opportunity recognition, venture capital, external assistance for startups and small businesses, and legal and tax issues.

Thursday: Noon-2:00 p.m., 3:00-4:00 p.m., 10:00-11:00 p.m.; and by appointment.

Pre-requisites: Admission to a graduate program

Course Goals and Primary Learning Outcomes

Global Goal. The overarching goal for this course is to develop skills needed for you to establish and cultivate profitable business ventures.

Instructional Objectives. Primary learning outcomes are:

- *Ability to recognize and evaluate business opportunities*
- *Ability to work out details needed to create a new business venture*
- *Ability to integrate those details across business functions*
- *Ability to communicate those details to potential financiers or other key constituencies in business plans*
- *Awareness of how organization needs and managerial demands shift as a new venture matures*

Office Hours

Course Materials

Required Text: Kaplan, J., & Warren, A. 2010. *Patterns of Entrepreneurship Management*, 3rd ed. New York: Wiley.

Required Materials: SCORE Business Templates:
http://www.score.org/template_gallery.html.

Supplementary Texts and Materials: Selected YouTube Videos (to be determined throughout the semester).

Grading

| <i>Activity</i> | <i>Points</i> |
|--------------------------------|---------------|
| Team Grade Items | 330 |
| Marketing Plan | 30 |
| Business Plan Presentation | 25 |
| Business Plan | 275 |
| Individual Grade Items | 670 |
| Elevator Pitch | 10 |
| Video Pitch | 10 |
| Team Activity Contribution | 100 |
| Class Participation | 100 |
| YouTube Video Review | 150 |
| Test 1 | 150 |
| Test 2 | 150 |
| Extra Credit (up to 25 points) | --- |
| <i>Total Points Available</i> | <i>1000</i> |

Final course grades will be determined according to the following scale:

- A = 926 or more
- A- = 900 – 925
- B+ = 876 – 899
- B = 826 – 875
- B- = 800 – 825
- C+ = 776 – 799
- C = 700 – 775
- D = 600 – 699
- F = 599 or less

Graded Activities

Note: *Very early in the semester, your team should select a particular new venture idea as its focus for the various team activities. Then, all of your team activities should address that same venture.*

Also Note: *All assignments other than tests and in-class presentations are due one hour before the beginning of class on their due dates. Your video pitch should be uploaded to YouTube, and then a link to it should be emailed to the instructor at castrogi@fau.edu. Written assignments should be single "doc" or "pdf" files, submitted as email attachments, sent to the instructor at castrogi@fau.edu. Late assignments are unacceptable!*

Marketing Plan. No venture can be successful without sales. In fact, some financiers will not even discuss a venture opportunity if the nascent entrepreneur cannot clearly spell out who the customer is, and why the customer will buy the venture's product or service.

The Marketing Plan is intended to get your team focused on these crucial issues early in the semester. Thus, for this assignment, you will develop and submit the Marketing Plan section of your full Business Plan. For additional details, see the Marketing Plan section of the document titled "Business Plan for a Start-up Business," among the SCORE Business Templates.

Elevator Pitch. In class, you will give a two-minute (maximum) "Elevator Pitch" for the business proposed in your team's Business Plan. This will be a completely verbal presentation, with no visual aids. **Note that this is an individual assignment even though it is based on your team's Business Plan. Each person on your team is expected to present his/her own Elevator Pitch, and those pitches will all be somewhat different even though they are based on the same plan.**

In developing your elevator pitch, make sure you spell out the following.

1. **Value proposition.** Provide a clear and concise description of who the customers are and how they will benefit from your products and services.
2. **Exemplars.** Describe your business model and offerings using examples of other firms doing similar things, even if those firms are in other industries.
3. **Competitive differentiation.** Explain why you believe customers will buy from you instead of from competitors. If you are offering a brand new product or service, your competitors are firms meeting similar customer needs some other way. Explain why your way is better.

At the instructor's discretion, your Elevator Pitch may be recorded and posted to YouTube—so don't divulge any confidential information.

Video Pitch. As you are preparing your Elevator Pitch, think of how you could enhance it with visual aids or other video or audio effects. Then, create a two-minute video clip pitching your venture to potential investors. Think of this "YouTube-type" video as being analogous to a television commercial. If you could advertise for investors on television, what would your commercial be like? The same guidelines for the Elevator Pitch apply here too (i.e., maximum of two-minutes, focus on benefits, use examples, and stress differentiation). The differences between the two assignments are that in this Video Pitch (a) you will be creating a video clip and (b) you are free to use (tasteful and legal) audio or video devices in that clip. The Video Pitch should be uploaded to YouTube at least one hour before class on the due date, and a link to it should be emailed to the instructor. Be creative!

Note that the Video Pitch is an individual assignment even though it is based on your team's Business Plan. Each person on your team is expected to create his/her own Video Pitch, and those pitches will all be somewhat different even though they are based on the same plan.

Business Plan Presentation. Each team will formally present its business plan in class. Your presentation should last no longer than a maximum of twenty minutes, and it should be targeted toward potential investors. Follow the guidelines and tips offered in the textbook (pp. 353-356). For example, use no more than two speakers, and about 12-16 PowerPoint slides.

At the instructor's discretion, the Business Plan Presentation may be recorded and posted to YouTube—so don't divulge any confidential information.

Business Plan. Early in the semester, your team should decide on a new business venture that will be the focus of your various team activities, including this comprehensive business plan assignment. Then, you should begin gathering industry, product, and other information needed. Your team's Business Plan should be a minimum of 12-20 pages in length (excluding appendices), and it should conform to a standard outline for a "Business Plan for a Start-up Business" in the SCORE Business Templates. A grading sheet for this assignment is available on Blackboard, indicating how the various sections and other factors will be weighted to determine your overall assignment score.

Team Activity Contribution. Space will be provided for your team on Blackboard, and you should use that space to share your work with your team members. If you agree to write a particular section of the Business Plan, for example, you should share that section with

your team members by simply uploading it to Blackboard. (They will be able to access it from there.) You may also upload other items indicating your contribution to the team activities such as memos of understanding as to how work will be divided within your team, deadlines, etc. At the end of the semester, the instructor will consider the quality, quantity, and timeliness of material you uploaded to Blackboard, along with feedback from your team members, to determine an appropriate Team Activity Contribution score.

Class Participation. Much of your learning in this course will occur as you form and express your views during class discussions. You will have ample opportunities to voice your opinions and take the lead in shaping the direction of the discussion. There will also be occasions where your views may be solicited.

To be prepared to participate in a given class meeting, you should read the assigned material. Note that participation is *not* the same as attendance though you cannot participate if you are not present.

If you must miss a class, you can make up for that absence by attending a meeting of the student entrepreneurship club, and emailing the instructor a 250-word summary of that meeting. For details on the club, visit the Adams Center for Entrepreneurship website (<http://www.fauadamscenter.org/>).

Disruptive classroom behavior will detract from your participation grade. Such behavior includes but is not limited to arriving late, leaving early, reading newspapers or anything other than course material, and socializing during presentations or lectures. You may also lose points if you open a computer program or window to items not directly related to the current class activity.

YouTube Video Review. Go to YouTube (www.youtube.com), and search for "UC Davis Business Plan Competition." You will see several videos listed which show presentations of finalists in that competition over the last few years. For example, one titled "Big Bang - UC Davis Business Plan

Competition 2009" contains finalist presentations from the competition in 2009.

Select *two* of those videos, from two different years, and report on one presentation from each of those two videos. For example, you might report on one of the finalist presentations in 2008 and one in 2009. In your report, briefly summarize each presentation, making sure to indicate the name of the business and the basic business idea. Then, compare and contrast the two presentations. Which one had a better value proposition and business model? (Why?) Which one seemed to have a better business plan? (Why?) And which presentation was better in itself? (Why?) If those two plans had been presented in the same year, which one should have done better in the business plan competition? (Why?) Your report should be 6-9 double-spaced pages.

Tests 1 and 2. There will be two tests intended to assess your mastery of the subject matter in the Kaplan and Warren (2010) textbook. Test 1 will cover approximately the first half of the book, and Test 2 will cover the remainder of the book.

Your responses to the test questions will be considered a random sampling of your understanding of the material in the book. Consistent with that random sampling philosophy, there will be no review prior to the tests or afterwards. Of course, however, you are always free to ask the instructor questions related to material in the textbook—and in fact, you are encouraged to do so.

Extra Credit. Make a 30-60 second promotional video dealing with one of two topics: (a) "Why should someone study entrepreneurship at Florida Atlantic University?" or (b) "Why should a student at FAU take this particular course?"

Your video will be graded on the basis of originality, persuasiveness, and memorability, and it is worth up to 25 points added to your total score for the course. It should be uploaded to YouTube with a link emailed to the instructor, and it is due by the beginning of the course final exam period, as indicated on the University's Final Exam Schedule.

Course Policies

Students in this course are expected to conform to all university policies. Additionally, students should note the following.

CLASS ETIQUETTE

Several class rules will be in effect:

1. Late arrival and early departure are rude and disruptive. Though this is sometimes unavoidable, your grade will suffer if such behavior occurs repeatedly.
2. **No cell phones or pagers are to be on during class.** Turn them off or leave them elsewhere. Answering or talking on a cell phone in class will result in your immediate withdrawal from the course.
3. You may use a notebook computer in class only to take notes or review materials directly relevant to the current class activity.
4. Refrain from talking during presentations and discussions. It annoys the presenters and is not acceptable.
5. Guest presenters should be treated with great courtesy. It is expected that all students will be prepared to ask the presenter questions and comments during the class period.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures.

ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

SafeAssign or Turnitin may be used to examine any/all papers submitted in this class.

Tentative Course Schedule

| <i>Date</i> | <i>Topic</i> | <i>Assignments</i> |
|-------------|---|---|
| Aug 26 | Course Introduction What Is An Entrepreneur? | Syllabus Ch. 1 |
| Sep 2 | Business Plan Project Ideas The Entrepreneurial Process The Art of Innovation | Solicit team members; form teams Ch. 2 Ch. 3 |
| 9 | Market Analysis Business Plans Business Plan Instructions | Ch. 4 Ch. 5 SCORE Startup Business Plan Template |
| 16 | Setting Up the Company Bootstrapping | Ch. 6 Ch. 7 |
| 23 | Test 1 | Chapters 1-7 |
| 30 | Team Activities | Develop the Marketing Plan |
| Oct 7 | Equity Financing Managing the Money | Ch. 8; Marketing Plan is due Ch. 9 |
| 14 | Intellectual Property Business Models Managing the Team | Ch. 10 Ch. 11 Ch. 12 |
| 21 | Communicating the Opportunity Scaling and Harvesting the Venture | Ch. 13 Ch. 14 |
| 28 | Presenting the Business Plan | YouTube Video Review is due |
| Nov 4 | Test 2 | Chapters 8-14 |
| 11 | <i>No Class – Veteran's Day</i> | ----- |
| 18 | Negotiating Elevator Pitches | Video Pitch is due Elevator Pitch in class |
| 25 | Thanksgiving | ----- |
| Dec 2 | Business Plan Presentations | Business Plan is due Business Plan Presentation in class |

Additional Reading

- Berry, T. (2008). *The plan-as-you-go business plan*. Irvine, CA: Entrepreneur Press.
- Castrogiovanni, G. (1996). Pre-startup planning and the survival of new small businesses: Theoretical linkages. *Journal of Management*, 22: 801-822.
- Chrisman, J., & McMullan, W. E. (2004). Outsider assistance as a knowledge resource for new venture survival. *Journal of Small Business Management*, 42: 229-244.
- Cornwall, J. (2010). *Bootstrapping*. Upper Saddle River, NJ: Pearson.
- Fiet, J., & Patel, P. (2008). Forging business models for new ventures. *Entrepreneurship: Theory & Practice*, 32: 749-761.
- Herron, L., & Sapienza, H. (1992). The entrepreneur and the initiation of new venture launch activities. *Entrepreneurship: Theory & Practice*, 17: 49-55.
- Holcomb, T., Ireland, R. D., Holmes, Jr., R. M., & Hitt, M. (2009). Architecture of entrepreneurial learning: Exploring the link among heuristics, knowledge, and action. *Entrepreneurship Theory & Practice*, 33: 167-192.
- Honig, B. (2004). Entrepreneurship education: Toward a model of contingency-based business planning. *Academy of Management Learning and Education*, 3 (3): 258-273.
- Honig, B., & Karlsson, T. (2004). Institutional forces and the written business plan. *Journal of Management*, 30: 29-48.
- Korunka, C., Frank, H., Lueger, M., & Mugler, J. (2003). The entrepreneurial personality in the context of resources, environment, and the startup process: A configurational approach. *Entrepreneurship: Theory & Practice*, 28: 23-42.
- Lévesque, M., Minniti, M., & Shepherd, D. (2009). Entrepreneurs' decisions on timing of entry: Learning from participation and from the experiences of others. *Entrepreneurship Theory & Practice*, 33: 547-570.
- McGrath, R., & MacMillan, I. (1995). Discovery-driven planning. *Harvard Business Review*, 73 (4): 44-54.
- McGrath, R., & MacMillan, I. (2000). *Entrepreneurial mindset*. Boston: Harvard Business School Press.
- McGrath, R., & MacMillan, I. (2009). *Discovery-driven growth*. Boston: Harvard Business Press.
- Mintzberg, H. (1973). Strategy-making in three modes. *California Management Review*, 16 (2): 44-53.

MAR 6837-001-827935

Developing and Marketing Innovations

Fall Semester, 2011, Business Building, Room 308

Monday and Wednesday 5:00 p.m. to 6:20 p.m.

Dr. Allen E. Smith

Telephone number:

(561) 297-2386

e-mail address:

aesmith@fau.edu

Office:

Fleming Hall, Room 202, Boca Campus

Office hours:

Monday:

10:30 a.m. to 12:20 p.m.

2:00 p.m. to 3:50 p.m.

Wednesday:

2:00 p.m. to 3:50 p.m.

6:30 p.m. to 7:00 p.m.

And by appointment

Innovative products and services are the firm's lifeline to a successful future.

I. Introduction and Course Overview:

The course involves marketing's role in developing and launching innovative products and services. It is a three credit hour elective course in the MBA Program and is one of the courses leading to completion of the Entrepreneurship Track and a required course in the Innovation Entrepreneurship Graduate Certificate Program. The course is organized into three streams. The first stream concerns growth strategy and strategic marketing aspects of innovation. It includes environmental analysis, the crafting of a SWOT Diagram, opportunity identification, competitive analysis, market planning activities, and the setting of goals and objectives. Background research informs strategic marketing and the development of a marketing plan.

The second stream encases the new product/service development process, research and testing methods, and marketing input into the design of an innovation. The stream takes in selected development processes, concept development and refinement, research methods commonly comprising a research and development protocol, the design of the core offering, pricing strategy, and augmentation strategies. Augmentation involves such strategies as warranty, logo design, warnings and labeling, package design, and customer service programs.

The third stream involves market development. It is undertaken after market planning reveals the most attractive target market. Using the findings of customer insight research and competitive analysis, buyers' likely reactions to innovations are uncovered. Tactical programs for penetrating channels of distribution, influencing buyers' reactions, and promoting the brand are coordinated.

It is important to take an eclectic view of product and service innovation by jointly examining the three challenges facing marketers: 1) designing an innovation, 2) developing its market, and 3) crafting a marketing plan to guide and record innovative efforts. Mistakes in any aspect undermine success. The probability of success is enhanced when managers integrate and coordinate product design efforts and market development programs.

II. Required Materials:

- Class notes available on Blackboard
- Articles assigned for reading to be downloaded from FAU's electronic journal collection

III. Learning Objectives:

Today's accelerated business environments provide abundant opportunities for innovative firms and managers. The mandate to "stay ahead of the curve" places the design and marketing of innovative offerings at the forefront of a firm's long-term survival. It is hard to believe that a top manager would know little about product and service innovation. The course is carefully designed to integrate and teach the eclectic aspects of both designing an innovation from a marketing perspective and developing its market. On the surface, the course requirements appear straightforward. All you have to do is generate an idea for an innovative product or service. Then, transform the idea into a written concept. Refine and test the concept. Plan a relevant set of tests, such as concept, package, safety, use, and market tests. Next, develop a promotional plan to penetrate the channel of distribution, launch the innovation, influence buyers and develop the market. Finally, record methods, findings, decisions, strategies, tactical programs, and what you learned along the way into a marketing plan.

Learning objectives established for the course require proof that you:

1. Applied concepts, models, processes and methods advanced in scholarly journal articles serving the field of marketing innovations
2. Can participate professionally in the discourse of marketing and innovation
3. Have become proficient in gathering secondary information data from FAU Library's electronic databases and electronic databases
4. Are able to research, profile, and assess business environments and markets, drawing implications for product/service innovation and market development
5. Have successfully navigated a new product development process
6. Can professionally participate in the design an innovative product or service and its augmentation strategy
7. Have gained the ability to craft channel strategy, pricing strategy, and integrated promotional programs in light of challenges facing market development
8. Are proficient in developing a marketing plan for an innovation and making significant contributions to a product/service development team

IV. Policies:

Class policies are presented in Exhibit 1. They are presented to clarify expectations and establish an effective, transparent, and fair learning environment. Moreover, the policies direct and protect. They are aligned with the high expectations set for graduate study. Read them carefully.

Exhibit 1: Policies

| Policy | Explanation |
|--|---|
| Prerequisite: | MAR 6815: Strategic Concepts in Marketing or a current undergraduate degree in marketing |
| Teamwork, values and grading: | Teamwork is highly valued in business and in this course. A poor "team member evaluation" is likely to result in a final grade of "F." Everyone is expected to make a significant contribution to the team. Students receive the lower of either the grade assigned by me to the project or the grade assigned to a student based on a peer evaluation score submitted by teammates. If you fail to meet the expectation of either your team members or the professor, you will be: 1) dropped from the team and have to complete the assignment on your own, 2) receive no points for the assignment, or 3) receive a final grade of "F." |
| Attendance: | <p>Florida Atlantic University and its Department of Marketing have established attendance policies. You are expected to attend classes on a regular basis. More than four absences will result in a final semester grade of "F." Attendance is required so that groups can be highly productive and you have a better opportunity to achieve the learning goals set for the class. If you cannot attend regularly scheduled classes, think about other online courses offered during the semester.</p> <p>You are expected to arrive on time and remain in class for the entire class period. Please notify Dr. Smith in advance, if you have to leave class early. Reasonable accommodations are granted for religious holidays. However, if you miss classes on days that are not religious holidays and miss class on religious holidays as well, penalties will be enforced. Schedule in your religious holidays and attend accordingly.</p> |
| Preparation, participation, deadlines for completion of assignments, and penalties: | <p>You are expected to <u>prepare</u> for every class. Graduate work is rigorous. Exceptional preparation is expected. Assigned reading must be read, understood, and applied.</p> <p>You are required to read, download, save, print out and bring to class the class lecture notes assigned for each class. They are Powerpoint files posted on Blackboard. Look at the syllabus and its "Schedule of Classes" under the column "Reading Assignment" to identify the right set of class notes for each meeting.</p> <p>Dr. Smith reserves the right to dismiss from class a student for not coming to class without the right set of class lecture notes or for using a computer during class for purposes other than class participation.</p> <p>Assignments must be carefully completed and/or presented on time, as specified in the syllabus or stated during class. Submit assignments on time. See the syllabus and its "Schedule of Classes" for due dates. In fairness to students who submit work on time and forego the opportunity to improve it after the deadline, the penalties for any late submission are:</p> <p>Penalties:</p> <ol style="list-style-type: none"> 1. Same day late: Deduction of 10 % from total point value earned 2. One day (not class period) late : Deduction of 20% from total point value earned 3. More than one day: Assignment receives a grade no higher than 10 points or 10% below the lowest grade assigned to another student's assignment <p>If you cannot make it to class on the day the assignment is due and wish to avoid a penalty:</p> <ol style="list-style-type: none"> 1. Send your assignment to Dr. Smith aesmith@fau.edu as an email attachment before the beginning of that class. Late email submissions are subjected to the same penalties noted above. 2. Have your assignment brought to the Marketing Department Office, Fleming Hall, Room 201, Boca Campus and leave it with the secretary OR slide it under my office door (Fleming Hall, Room 202). |
| Oral and written communication standards | Oral and written communications must conform to requirements of the Graduate Business Communications Program. |

| Policy | Explanation |
|--|--|
| Team project grading: | A person cannot earn a higher grade on her/his team member evaluation score than the score(s) awarded to group work as assigned by Dr. Smith. However, should a person receive a team member evaluation score lower than Dr. Smith assigned to the work, he/she will receive the lower grade. For example, if a team project receives a grade of 90 but the student earns a grade of 60 on his/her team member evaluation; she/he will receive a 60 rather than the 90 on the team project(s). Moreover, a team member cannot receive a grade on group assignments higher than Dr. Smith award to it. For example, if a team member receives a team member evaluation score of 95 but the project grade is an 82, the person receives an 82 on the assignment. In summary, you receive the lower of the peer evaluation grade or the grade Dr. Smith assigned to the project. |
| Team member evaluation: | You will evaluate your own performance and the performance of each teammate. That allows me to gauge better an individual's performance outside the classroom. <u>A problem with a team member must be brought to my attention early on if you expect me to intervene.</u> Hopefully, problems can be rectified to everyone's satisfaction. Both you and I have the right to "fire" one or more members from the team should their performance fall below the high expectation associated with graduate study. Team members are fully expected to maintain communications with one another and make significant and timely contributions. Persons failing to meet expectations will be either: 1) required to submit their work on their own by the established deadlines, or 2) drop the course. A failing team member evaluation is cause enough to assign a final grade of "F" in the course. Dr. Smith has the right to reorganize an ineffective team. |
| Information literacy | Companies expect business graduates to be proficient in gathering, classifying, and interpreting background information from electronic databases. You must demonstrate the ability to gather information from Florida Atlantic University's online indexes and databases to pass the class. The FAU Library offers a free training session in researching electronic indexes and databases. It lasts about one hour and it may be the best hour you have spent at FAU to prepare for a business career. |
| Ecollege or Blackboard | <p>Blackboard or Ecollege are online educational support systems that provide valuable assistance. Housed in Ecollege or Blackboard are such items as announcements, the syllabus, class lecture notes, written guidelines and grading rubrics for developing assignments, everyone's FAU e-mail address, discussion boards, document share, and the like. Use Blackboard to communicate with students and Dr. Smith.</p> <p>Blackboard can be accessed through the Internet using the address: Blackboard.fau.edu or by opening FAU's home page, placing the cursor over "Current Students," and then clicking on Blackboard found in the dropdown box. Use your access code and click on MAR 6837 and examine the menu to find and click on the appropriate title.</p> |
| Special assistance Students with Disabilities | <p>All students are encouraged to seek assistance, especially those with special needs. If you have any special needs or could benefit from assistance, I will assist you. Please advise me immediately of your special needs.</p> <p>In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office of Students with Disabilities (OSD) located in Boca Raton (SU 133, 561-297-3880), and follow all procedures. If you have an existing medical or other condition that may constrain your ability to reach the learning goals established for the class, you must inform Dr. Smith at the beginning of the semester and not after you miss classes and exams. Medical documentation must be provided to avoid penalty, as noted below under class attendance policy. Let us work together in creating and maintaining an environment where everyone has the opportunity to be successful. Always feel free and comfortable to ask for assistance.</p> |
| Email policy | <p>Emails must be sent through your FAU email address. Given the increasing levels of security threats, I reply only to your FAU email messages. I send messages only to your FAU email address. You are responsible to check your FAU email daily or forward messages sent to your FAU email address to the e-mail address that you check on a daily basis. Empty your FAU email box regularly. If your FAU email box is full, all new messages will be returned to sender and you will not receive messages until your FAU e-mail box is empty.</p> <p>In sending emails to me, please:</p> <ul style="list-style-type: none"> > Type MAR 6837 student in the <u>subject heading</u> of the address form. > State your full name rather than sending just the name of your email address. |

| Policy | Explanation |
|--|---|
| Taping | You must ask Dr. Smith for permission to tape all or any conversations occurring during class. |
| Cell phones and exam policy | In accordance with FAU policy, a student CANNOT HAVE a cell phone either on the desk or on their person during an exam. On exam days, cell phones must be placed on the professor's desk at the front of class. Penalty is a final grade of "F." |
| <p data-bbox="245 296 423 464">Academic integrity, plagiarism, cheating, the FAU Honor Code</p> <p data-bbox="245 485 423 579">Professional and disruptive conduct</p> | <p data-bbox="423 296 1373 548">Florida Atlantic University Honor Code: Students at FAU are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For information, see: http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf</p> <p data-bbox="423 548 1373 684">The Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic misconduct:</p> <p data-bbox="423 705 1373 737">Cheating:</p> <ul data-bbox="423 758 1373 1062" style="list-style-type: none"> • The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment. • Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment. • Having someone take an exam or complete an assignment in one's place. • Unlawfully securing an exam, receiving a copy of an exam, or sharing a copy of an exam. <p data-bbox="423 1083 1373 1115">Plagiarism:</p> <ul data-bbox="423 1136 1373 1535" style="list-style-type: none"> • The presentation of words or ideas from any other source or another person as one's own. • Failure to put someone else's words in quotation marks, using the proper citation. • Putting someone else's ideas or facts into your own words without proper citation. • Giving a wrong citation. • Turning in someone else's work as one's own, including the buying and selling of term papers or assignments. <p data-bbox="423 1556 1373 1587">Other Forms of Academic Misconduct:</p> <ul data-bbox="423 1608 1373 1745" style="list-style-type: none"> • Falsifying or inventing information, data, or citations. • Failing to comply with examination regulations or to obey the instructions of an examination proctor <p data-bbox="423 1766 1373 1940">Fundamental principles of academic, business, and community life are honesty, fairness, and respect. Violations of these ethical and professional concepts will result in penalties ranging from a grade reduction to a final grade of "F" for the course and possible dismissal from FAU. In all penalties, a letter of record will be included in the student's file. Academic irregularities are explained in the <i>Florida Atlantic University Student Handbook</i> and in the <i>Florida Atlantic University Catalog</i>. Reference the work of others using the APA format. All exams are closed</p> |

notes and text. It is an academic irregularity to give or receive assistance on any or all exams.

In all dealing with each other, a professional and constructive tone of voice is required. Honesty and professional conduct are fundamental principles of professional life. Violations of these two principles will result in dismissal from the class, a final semester grade of "F," and possible suspension or dismissal from FAU. Disruptive behavior results in dismissal from class, a final grade of "F," and a letter of record placed in the student's file. Professional conduct is expected all the time across all situations. In all penalties, a letter of record will be included in the student's file.

Disruptive behavior, a non-constructive and unprofessional tone of voice, and/or the lack of respect for others, may result in a grade deduction, dismissal from the class, or a final grade of "F" in the course along with a letter of record sent to the Dean of Students to be placed in the student's personal file. If at any time you send an unprofessionally-worded e-mail to me or anyone else in the class, you will receive a final grade of "F" for the semester. Operate at the highest level of integrity all the time.

Overview of Responsibilities:

V. Responsibilities and Grades:

| <u>Responsibilities:</u> | <u>Points:</u> | <u>Percentage of Grade</u> |
|------------------------------------|----------------|----------------------------|
| 4 presentations @ 30 points apiece | 120 | 30% |
| Marketing Plan—Phase I | 60 | 15% |
| Marketing Plan—Phase II | 60 | 15% |
| Marketing Plan—Phase III | 60 | 15% |
| Exam (essay format) | 100 | 25% |
| Total: | 400 | 100% |

Grading scale:

The minimum percentage point needed to achieve each grade is listed below: A = 92%, A- = 90%, B+ = 88%, B = 82%, B- = 80%, C+ = 78%, C = 72%, C- = 70%, D+ = 68%, D = 62%, D- = 60% and F = 59% and below.

1. Marketing plan project

The assignment revolves around the development of a marketing plan for an innovative product or service. You undertake the marketing plan project in three phases. You may opt to complete the project alone or as a member of a team.

Phase I: Product Innovation Charter

Phase I concerns the development of a Product Innovation Charter (PIC) which identifies, assesses, and justifies the nature and attractiveness of the opportunity. See the syllabus for the due date and the "Marketing Plan Guidelines" posted on Blackboard for responsibilities, examples, models, exhibits, instructions, and guidance for Phase I.

Phase II: Design

Phase II takes in essential marketing and research tasks in developing and designing an innovation. You take a raw idea that rolled off the tip of a tongue and transform it into a final concept for an innovative product and service. Product or service and price strategies are formulated. After reviewing popular tests used in the development process, you plan how the tests should be conducted. See the syllabus for the due date and the "Marketing Plan Guidelines" posted on Blackboard for responsibilities, examples, models, exhibits, instructions, and guidance for Phase II.

Phase III: Market Development

Market development efforts are the focus of Phase III. A target market is selected and profiled. Brand building strategy, channel strategy, and integrated marketing communications programs are planned and placed in the marketing plan. See the syllabus for the due date and the "Marketing Plan Guidelines" posted on Blackboard for responsibilities, examples, models, exhibits, instructions, and guidance for Phase III.

The rubric used to grade the marketing plan follows:

- ☞ Quality of each section of the report
- ☞ Conformance of the Marketing Plan with the standards of the Graduate Business Communication Program
- ☞ Substantive and relevant quality of background research, including citations and depth/breadth of references
- ☞ Relevant insights gleaned from assigned readings and lectures were integrated appropriately into the report
- ☞ The plan was designed to capture a well-defined and justified opportunity
- ☞ Richness and depth of analyses
- ☞ Legitimacy of objectives, strategies and programs
- ☞ Consistency—the absence of conflict among goals, objectives, design, and market development efforts
- ☞ Information was placed in the correct location within the marketing plan
- ☞ The plan grew out of graduate-level research into topics rather than just personal opinion

2. Four Presentations:

You will make four professional but informal presentations during the semester. All presentation relate to the development and marketing of innovative products and services. However, many presentation assignments were specifically designed to assist you in completing successfully several parts of the Marketing Plan Project. These presentations should provide information, examples, and a benchmark useful in evaluating and improving your team’s performance on relevant sections of the Marketing Plan Project. Presentations should last from 12 to 20minutes, depending on the nature of the assignment and not counting the question and answer period to follow. You are asked to practice each presentation and respect the 20-minute maximum. Before making the presentation, provide Dr. Smith with a handout, using Powerpoint’s 3 slides to a page and pure black and white formats to save ink and paper. Kindly post your presentation on Blackboard’s discussion board for your peers to review as they undertake a section of the marketing plan.

The rubric used to grade a presentation follows:

- ☞ Professional speaking standards of the Graduate Business Communication Program
- ☞ Practical application of insights
- ☞ Educational value of the presentation
- ☞ The degree to which the exercise engaged students in a meaningful learning exercise
- ☞ Knowledge and command of relevant information

3. Exam:

One essay exam is administered on the day slated for the final exam. It concerns key topics that ought to be internalized within your mental template of marketing and innovation. The majority of material covered during the semester does not lend itself to testing but more to practice. The marketing plan provides sufficient exposure to those applied aspects. See the schedule of classes below for the exam date and specific responsibilities. The grading rubric used to evaluate responses is shown below.

Exam grading rubric:

- ☞ High quality thesis—the organization of the response
- ☞ Answer was derived largely from assigned material
- ☞ Diverse set of relevant perspectives , professional concepts, classifications, models, and processes
- ☞ Depth and richness of the response
- ☞ Performance relative to other students

MAR 6837: Schedule of Classes

| Date | Information |
|------------|---|
| Aug. 22 | <u>Discussion:</u> Introduction and overview |
| | <u>Special Activities:</u> Information literacy—using FAU’s electronic journals and databases |
| | <u>Assigned Readings for this Class:</u> 1. <u>Lecture Notes:</u> A. Introduction and overview |

| Date | Information |
|------------|--|
| Aug. 24 | Discussion: Idea generation and preliminary screening Opportunity analysis and Justification |
| | Focus on the Marketing Plan project: Section 3: Preliminary screening Section 9: Opportunity Analysis |
| | Assigned Readings for this Class: 1. Lecture Notes: B. Idea generation and preliminary screening C. Opportunity analysis and Justification 2. Perspectives: Marketing Plan (Posted under the menu item "Perspectives" found on Blackboard) 3. Assigned Journal Readings: Bart, Chris and Ashish Pujari (2007), "The Performance Impact of Content and Process in Product Innovation Charters," <i>Journal of Product Innovation Management</i> , 24 no. 1 (January), 3-19. |

| Date | Information |
|------------|---|
| Aug. 29 | Discussion: Competitive analysis |
| | Special Activities: 1. Questions and answers on the marketing plan and shell 2. Questions and answers concerning presentation assignments 3. Team formation—Marketing Plan Assignment 4. Presentation topics assigned to students |
| | Assigned Readings for this Class: 1. Lecture Notes: D. Competitive analysis 2. Perspectives: Development Processes (Posted under the menu item "Perspectives" found on Blackboard) 3. Assigned Journal Readings: Cooper, Robert G. (2008), "Perspective: The Stage-Gate® Idea-to Launch Process—Update, What's New, and NexGen Systems," <i>Journal of Product Innovation Management</i> , 25 no. 3 (May), 213-232. Zomerdijk, Leonieke G. and Christopher A. Voss (2011), NSD Processes and Practices in Experiential Services, <i>Journal of Product Innovation Management</i> , 28 no. 1 (January), 63-80. |

| Date | Information |
|------------|---|
| Aug. 31 | Discussion: SWOT analysis |
| | Focus on the Marketing Plan project: Section 7: SWOT Diagram—commonly made errors |
| | Special Activities: Not slated for this class |
| | Assigned Readings for this Class: 1. Lecture Notes: E. SWOT analysis |

| Date | Information |
|---------|---|
| Sept. 7 | Presentation: Roundtable—Selected Legal Aspects and Innovation 1. Patents, trademarks, and trade dress 2. Intellectual property 3. Contracts and agreements |
| | Special Activities: Informal presentation of the raw idea for each team's innovation (Get Dr. Smith's approval) |
| | Discussion: Research and testing protocol |
| | Focus on the Marketing Plan Project: Section 10: Research and testing protocol |
| | Assigned Readings for this Class: 1. <u>Lecture Notes:</u> F. Research and development protocol |

| Date | Information |
|----------|--|
| Sept. 12 | Presentation: Roundtable—Justifying opportunity to innovate 1. Traditional criteria 2. Set factors, value gaps, and value opportunity |
| | Discussion: Concept development process |
| | Focus on the Marketing Plan project: Phase I: Section 9—Opportunity analysis and assessment |
| | Assigned Readings for this Class: 2. <u>Lecture Notes:</u> G. Concept development process |

| Date | Information |
|----------|--|
| Sept. 14 | Presentation: Roundtable—Competitive analysis 1. Industry analysis 2. Analysis of a substitute 3. Analysis of strategic group—closest competitor |
| | Discussion: Problem analysis, benefit analysis, and SCAMPER |
| | Focus on the Marketing Plan project: Phase I: Section 6—Competitive analysis and competitive advantage of the innovation Phase II: Section 1—Concept development |
| | Assigned Readings for this Class: 1. <u>Lecture Notes:</u> H. Problem analysis, benefit analysis, and SCAMPER 2. <u>Assigned Journal Readings:</u> Beverland, Michael B., Julie Napoli, and Francis Farrelly (2010), "Can All Brands Innovate in the Same Way? A Typology of Brand Position and Innovation Effort," <i>Journal of Product Innovation Management</i> , 27 no. 1 (January), 33-48. Rijdsdijk, Serge A., Fred Langerak, and Erik Jan Hultink (2011), "Understanding a Two-Sided Coin: Antecedents and Consequences of a Decomposed Product Advantage," <i>Journal of Product Innovation Management</i> , 28 No. 1 (January), 31-47. |

| Date | Information |
|----------|-------------------------------------|
| Sept. 19 | Phase I Report and Presentation Due |

| Date | Information |
|-------------|---|
| Sept. 21 | <p><u>Discussion:</u> Designing products</p> |
| | <p><u>Focus on the Marketing Plan project:</u></p> <p>Phase II: Section 4-A—Product strategy</p> |
| | <p><u>Assigned Readings for this Class:</u></p> <p>1. <u>Lecture Notes:</u> I. Designing products</p> <p>2. <u>Assigned Journal Readings:</u></p> <p>Cruesen, Mariëlle E. H. and Jan P. L. Schoormans (2005), “The Different Roles of Product Appearance in Consumer Choice,” <i>Journal of Product Innovation Management</i>, 22 no. 1 (January), 63-81.</p> <p>Nobel, Charles H. and Minu Kumar (2010), “Exploring the Appeal of Product Design: A Grounded, Value-Based Model of Key Design Elements and Relationships,” <i>Journal of Product Innovation Management</i>, 27 no. 5 (September), 640-657.</p> |

| Date | Information |
|-------------|--|
| Sept. 26 | <p><u>Discussion:</u> Designing products</p> |
| | <p><u>Focus on the Marketing Plan project:</u></p> <p>Phase II: Section 4-A—Product strategy</p> |
| | <p><u>Assigned Readings for this Class:</u></p> <p>1. <u>Assigned Journal Readings:</u></p> <p>Karjalainen, Toni-Matti and Dirk Snelders (2010), “Designing Visual Recognition for the Brand,” <i>Journal of Product Innovation Management</i>, 27 no. 1 (January), 6-22.</p> <p>Kreuzbauer, Robert and Alan J. Malter (2005), “Embodied Cognition and New Product Design: Changing Product Form to Influence Brand Categorization,” <i>Journal of Product Innovation Management</i>, 22 no. 2 (March), 165-176.</p> |

| Date | Information |
|-------------|--|
| Sept. 28 | Presentation: Industrial design and marketing—the interface |
| | Discussion: Designing products |
| | Focus on the Marketing Plan project: Phase II: Section 4-A—Product strategy |
| | Assigned Readings for this Class: 1. Lecture Notes: I. Designing products 2. Assigned Journal Readings: Veryzer, Robert W. (2005), “The Roles of Marketing and Industrial Design in Discontinuous New Product Development,” <i>Journal of Product Innovation Management</i> , 22 no. 1 (January), 22-41. Veryzer, Robert W. and Brigitte Borja de Mozota (2005), “The Impact of User-Oriented Design on New Product Development: An Examination of Fundamental Relationships,” <i>Journal of Product Innovation Management</i> , 22 no. 2 (March), 128-143. |

| Date | Information |
|--------|---|
| Oct. 3 | Presentation: Services and Aesthetic Design |
| | Discussion: Designing services |
| | Focus on the Marketing Plan project: Phase II: Section 4-B—Service Strategy |
| | Assigned Readings for this Class: 1. Lecture Notes: J. Designing services 2. Assigned Journal Readings: Ettlle, John E. and Stephen R. Rosenthal (2011), “Services versus Manufacturing Innovation,” <i>Journal of Product Innovation Management</i> , 28 no. 2 (March), 285-299. |

| Date | Information |
|--------|---|
| Oct. 5 | Discussion: Designing services |
| | Focus on the Marketing Plan project: Phase II: Section 4-B—Service Strategy |
| | Assigned Readings for this Class: 1. Lecture Notes: J. Designing services 2. Assigned Journal Readings: O’Cass, Aron and Debra Grace (2004) “Exploring Consumer Experience with a Service Brand,” <i>Journal of Product & Brand Management</i> , 13 no. 4, 257-268. Meyer, Christopher and Andre Schwager, (2007), “Understanding Customer Experience,” <i>Harvard Business Review</i> , 85 no. 2 (February), 116-126. |

| Date | Information |
|---------|---|
| Oct. 10 | <p>Discussion: Augmentation strategies</p> |
| | <p>Focus on the Marketing Plan project:</p> <p>Phase II: Section 4-A. 5 Product augmentation strategy Section 4-B.12 Service augmentation strategy</p> |
| | <p>Assigned Readings for this Class:</p> <p>1. Lecture Notes: K. Augmentation strategies</p> <p>2. Perspectives: Augmentation strategies</p> <p>3. Assigned Journal Readings:</p> <p>Oswald, Lynda J. (2005), "When Is a Name Not a Name? Descriptive Versus Suggestive Marks," <i>Journal of the Academy of Marketing Science</i>, 33 no. 1 (Winter), 117-118.</p> <p>Fabien, Louis (2005), "Design and Implementation of a Service Guarantee," <i>Journal of Services Marketing</i>, 19 no. 1, 33-38.</p> |

| Date | Information |
|---------|--|
| Oct. 12 | <p>Presentation: Roundtable—Augmentation strategies</p> <p>1. Brand name considerations 2. Package design 3. Warranty programs 4. Customer service</p> |
| | <p>Focus on the Marketing Plan project:</p> <p>Phase II: Section 4-A. 5 Product augmentation strategy Section 4-B.12 Service augmentation strategy</p> <p>Phase III: Section 3—Brand building strategy</p> |
| | <p>1. Assigned Journal Readings:</p> <p>McCubbins, Tipton F. (2004), "Product Design Trade Dress and the Law," <i>Business Horizons</i>, 47 no. 1 (January-February), 3-6.</p> <p>Bettencourt, Lance A. and Anthony W. Ulwick (2008), "The Customer-Centered Innovation Map," <i>Harvard Business Review</i>, 86 no. 5(May), 109-114.</p> |

| Date | Information |
|---------|--|
| Oct. 17 | Discussion: Pricing strategy |
| | Special Activities: Discuss, work on and try to complete Phase II: Section 5—Pricing Strategy during class |
| | Focus on the Marketing Plan project: Phase II: Section 5—Pricing strategy |
| | Assigned Readings for this Class: 1. Lecture Notes: L. Pricing strategy 2. Assigned Journal Readings: Luc, Wathieu (2010), "How to Stop Customers from Fixating on Price," <i>Harvard Business Review</i> , 88 no. 5 (May), 84-91. Ingenbleek, Paul T., Ruud T. Frambach, and Theo M. Verhallen (2011), "The Role of Value-Information in Market-Oriented Product Innovation Management," <i>Journal of Product Innovation Management</i> , 27 no. 7 (December), 1032-1046. |

| Date | Information |
|---------|--|
| Oct. 19 | Discussion: Buyers' reactions to innovations |
| | Assigned Readings for this Class: 1. Lecture Notes: M. Buyers' reactions to innovations 2. Perspectives: Understanding and influencing buyers' reactions to innovations |
| | 3. Assigned Journal Readings: Snoj, Boris, Aleksandra Pisnik Korda, and Damijan Mumel, (2004), "The Relationship among Perceived Quality, Perceived Risk, and Perceived Product Value," <i>Journal of Product and Brand Management</i> , 13 no. 3, 156-167. Kim, Jooyoung and Jon D. Morris (2007), "The Power of Affective Response and Cognitive Structure in Product-Trial Attitude Formation," <i>Journal of Advertising</i> , 36 no. 1 (Spring), 95-106. |

| Date | Information |
|---------|---|
| Oct. 24 | Discussion: Writing, refining, and testing concepts |
| | Focus on the Marketing Plan project: Phase II: Section 1—Concept development Section 3—Concept test |
| | Assigned Readings for this Class: 1. Lecture Notes: N. Writing, refining, and testing concepts 2. Perspectives: Writing, refining, and testing concepts 3. Assigned Journal Readings: Peng, Ling and Adam Finn (2010), "Whose Crystal Ball to Choose? Individual Difference in the Generalizability of Concept testing," <i>Journal of Product Innovation Management</i> , 27 no. 5 (September), 690-704. |

| Date | Information |
|---------|---|
| Oct. 26 | <p>Discussion: Writing, refining, and testing concepts Selected test in the design phase</p> |
| | <p>Focus on the Marketing Plan project:</p> <p>Phase II: Section 3.1—Concept test questionnaire</p> <p>Phase II: Section 6—Product tests</p> |
| | <p>Assigned Readings for this Class:</p> <p>1. Lecture Notes: N. Writing, refining, and testing concepts O. Selected test in the design phase</p> <p>2. Perspectives: Safety tests and other selected testing methods used in product/service design</p> <p>3. Assigned Journal Readings: Ozer, Muammer (2011), "The Moderating Roles of Prior Experience and Behavioral Importance in the Predictive Validity of New Product Concept Testing," <i>Journal of Product Innovation Management</i>, 28 no. 1 (January), 109-122.</p> |

| Date | Information |
|---------|--------------------------------------|
| Oct. 31 | Phase II Report and Presentation Due |

| Date | Information |
|--------|---|
| Nov. 2 | <p>Discussion: Brand building strategy</p> |
| | <p>Focus on the Marketing Plan project:</p> <p>Phase III: Section 3—Brand building strategy</p> |
| | <p>Assigned Readings for this Class:</p> <p>1. Lecture Notes: P. Brand building strategy</p> <p>2. Perspectives: Market planning and target market profiles Brand building strategy</p> <p>3. Assigned Journal Readings: Ward, Scott, Larry light, and Jonathan Goldstine (1999), "What High-Tech Managers Need to Know about Brands," <i>Harvard Business Review</i>, 77 no. 4 (July-August), 85-95. Berthon, Pierre, Morris Holbrook and James M. Hulbert (2003), "Understanding and Managing the Brand Space," <i>MIT Sloan Management Review</i>, 44 no. 2 (Winter), 49-54.</p> |

| Date | Information |
|--------|---|
| Nov. 7 | Discussion: Channel strategy and market development |
| | Focus on the Marketing Plan project: Phase III: Section 4—Channel strategy and market development |
| | Assigned Readings for this Class: 1. Lecture Notes: Q. Channel strategy and market development 2. Perspectives: Channel relations 3. Assigned Journal Readings: Gilliland, David I. (2004), "Designing Channel Incentives to Overcome Reseller Rejection," <i>Industrial Marketing Management</i> , 33 no. 2 (February), 87-95. Sheu, Jih-Biing and Tung-Lai Hu (2009), "Channel Power, Commitment and Performance toward Sustainable Channel Relationships," <i>Industrial Marketing Management</i> , 38 no. 1 (January), 17-31. Weinberg, Bruce D., Salvatore Parise, and Patricia J. Guinan (2007), "Multichannel Marketing: Mindset and Program Development," <i>Business Horizons</i> , 50 no. 5 (September-October), 385-394. |
| | |

| Date | Information |
|--------|---|
| Nov. 9 | Presentation: Roundtable—Channel strategy and relations 1. Designing reseller support programs 2. Dealing with task and personal conflict |
| | Discussion: IMC Message strategy Advertising message strategy |
| | Focus on the Marketing Plan project: Phase III: Section 4—Channel strategy and market development Section 5—IMC message strategy Section 6—Advertising message strategy |
| | Assigned Readings for this Class: 1. Lecture Notes: R. IMC Message strategy S. Advertising message strategy 2. Perspectives: IMC plans and advertising message strategy 3. Assigned Journal Readings: Song, Michael and Mark E. Parry (2009), "Information, Promotion, and the Adoption of Innovative Consumer Durables," <i>Journal of Product Innovation Management</i> , 26 no. 4 (July), 441-454. |

| Date | Information |
|------------|---|
| Nov. 21 | <p><u>Presentation:</u> Roundtable—Online promotion programs</p> <ol style="list-style-type: none"> 1. Look and feel of a web site 2. Partnerships 3. Interactive and virtual programs 4. Blogs and affinity programs |
| | <p><u>Focus on the Marketing Plan project:</u></p> <p>Phase III: Section 8—Online program for market development</p> |
| | <p><u>Assigned Readings for this Class:</u></p> <ol style="list-style-type: none"> 1. <u>Assigned Journal Readings:</u> <p>Schlosser, Ann E., Tiffany Barnett White, and Susan M. Lloyd (2006), "Converting Web Site Visitors into Buyers: How Web Site Investment Increases Consumer Trusting Beliefs and Online Purchase Intentions," <i>Journal of Marketing</i>, 70 no. 2 (April), 133-148.</p> <p>Jones, Marilyn Y., Mark t. Spence, and Christine Vallaster (2008), "Creating Emotions via B2C Websites," <i>Business Horizons</i>, 51 no. 5 (September-October), 419-428.</p> <p>Mangold, W. Glynn and David J. Faulds (2009), Social Media: The New Hybrid Element of the Promotional Mix, <i>Business Horizons</i>, 52 no. 4 (July-August), 357-365.</p> |

| Date | Information |
|------------|---|
| Nov. 23 | <p>Discussion: Sales plan Test market plan Brand tracking plan</p> <hr/> <p>Focus on the Marketing Plan project:</p> <p>Phase III: Section 10—Sales plan Section 11—Test market plan Section 12—Brand tracking plan</p> <hr/> <p>Assigned Readings for this Class:</p> <p>1. Lecture Notes: W. Sales plan X. Test market plan Y. Brand tracking plan</p> <p>2. Assigned Journal Readings:</p> <p>Micheal, Kamel, Linda Rochford, and Thomas R. Wotruba (2003), "How New Product Introductions Affect Sales Management Strategy: The Impact of Type of 'Newness' of the New Product," <i>Journal of Product Innovation Management</i>, 20 no. 4 (July), 270-283.</p> |

| Date | Information |
|------------|--|
| Nov. 28 | <p>Special Activities: Team meeting to finalize Phase III report and presentation</p> <hr/> <p>Assigned Readings for this Class:</p> <p>1. Lecture Notes: Z. Go/no go decision</p> <p>2. Assigned Journal Readings:</p> <p>Carbonell-Foulquié, Pilar, Jose L. Munuera-Aleman and Anna I. Rodríguez-Escudero (2004), "Criteria Employed for Go/No Go Decisions When Developing Successful Highly Innovative Products," <i>Industrial Marketing Management</i>, 33 no. 4 (May), 307-316.</p> |

| Date | Information |
|------------|---|
| Nov. 30 | Marketing Plan Phase III presentations and report due |

Final Exam

December 8: 4:00 p.m. to 6:30 p.m., BU 409

Responsibilities—Class Lecture Notes:

| | |
|--|--|
| <p>I. Designing products</p> <p>Q. Brand building strategies</p> | <p>J. Designing services</p> <p>R. Channel strategy and market development</p> |
|--|--|

Responsibilities—Assigned Journal Articles:

Bart, Chris and Ashish Pujari (2007), "The Performance Impact of Content and Process in Product Innovation Charters," *Journal of Product Innovation Management*, 24 no. 1 (January), 3-19.

Berthon, Pierre, Morris Holbrook and James M. Hulbert (2003), "Understanding and Managing the Brand Space," *MIT Sloan Management Review*, 44 no. 2 (Winter), 49-54.

Cruesen, Mariëlle E. H. and Jan P. L. Schoormans (2005), "The Different Roles of Product Appearance in Consumer Choice," *Journal of Product Innovation Management*, 22 no. 1 (January), 63-81.

Gilliland, David I. (2004), "Designing Channel Incentives to Overcome Reseller Rejection," *Industrial Marketing Management*, 33 no. 2 (February), 87-95.

Karjalainen, Toni-Matti and Dirk Snelders (2010), "Designing Visual Recognition for the Brand," *Journal of Product Innovation Management*, 27 no. 1 (January), 6-22.

Kreuzbauer, Robert and Alan J. Malter (2005), "Embodied Cognition and New Product Design: Changing Product Form to Influence Brand Categorization," *Journal of Product Innovation Management*, 22 no. 2 (March), 165-176.

Meyer, Christopher and Andre Schwager, (2007), "Understanding Customer Experience," *Harvard Business Review*, 85 no. 2 (February), 116-126.

Nobel, Charles H. and Minu Kumar (2010), "Exploring the Appeal of Product Design: A Grounded, Value-Based Model of Key Design Elements and Relationships," *Journal of Product Innovation Management*, 27 no. 5 (September), 640-657.

O' Cass, Aron and Debra Grace (2004) "Exploring Consumer Experience with a Service Brand," *Journal of Product & Brand Management*, 13 no. 4, 257-268.

Rijsdijk, Serge A., Fred Langerak, and Erik Jan Hultink (2011), "Understanding a Two-Sided Coin: Antecedents and Consequences of a Decomposed Product Advantage," *Journal of Product Innovation Management*, 28 No. 1 (January), 31-47.

Sheu, Jih-Biing and Tung-Lai Hu (2009), "Channel Power, Commitment and Performance toward Sustainable Channel Relationships," *Industrial Marketing Management*, 38 no. 1 (January), 17-31.

Song, Michael and Mark E. Parry (2009), "Information, Promotion, and the Adoption of Innovative Consumer Durables," *Journal of Product Innovation Management*, 26 no. 4 (July), 441-454.

Talke, Katrin and Erik Jan Hultink (2010), "Managing Diffusion Barriers when Launching New Products," *Journal of Product Innovation Management*, 27 no. 4(May), 537-553.

Veryzer, Robert W. (2005), "The Roles of Marketing and Industrial Design in Discontinuous New Product Development," *Journal of Product Innovation Management*, 22 no. 1 (January), 22-41.

Veryzer, Robert W. and Brigitte Borja de Mozota (2005), "The Impact of User-Oriented Design on New Product Development: An Examination of Fundamental Relationships," *Journal of Product Innovation Management*, 22 no. 2 (March), 128-143.

Responsibilities—Perspectives Series:

| | |
|--|-------------------------|
| Understanding and influencing buyers' reactions to innovations | Brand building strategy |
| Chanel relations | |

MAR 6837: Developing and Marketing Innovations

References

- Adams, J.L. (1986) *Conceptual Blockbusting: A Guide to Better Ideas*, Reading, MA: Addison-Wesley.
- Alford, Bruce L. (1998), "Using Cognitive Scripts to Assess the Process of Professional Services Delivery," *Journal of Professional Services Marketing*, 17 no. 1, 77-103.
- Alford, Charles C. and Joseph Barry Mason (1975), "Generating New Product Ideas," *Journal of Advertising Research*, 15 no. 6 (December), 27-33.
- Athaide, Gerald A. and Richard R. Klink (2009), "Managing Seller-Buyer Relationships during New Product Development," *Journal of Product Innovation Management*, 26 no. 5 (July), 566-577.
- Atuahene-Gima, Kwaku (1995), "Involving Organizational Buyers in New Product Development," *Industrial Marketing Management*, 24 no. 3 (June), 215-226.
- Bologaro, Gianni (1994), "Delphi Technique Can Work for New Product Development," *Marketing News*, 28 no. 1 (January 3), 11.
- Bart, Chris and Ashish Pujari (2007), "The Performance Impact of Content and Process in Product Innovation Charters," *Journal of Product Innovation Management*, 24 no. 1 (January), 3-19.
- Berthon, Pierre, Morris Holbrook and James M. Hulbert (2003), "Understanding and Managing the Brand Space," *MIT Sloan Management Review*, 44 no. 2 (Winter), 49-54.
- Baltus, George and Charalabos Saridakis (2009), "Brand-Name Effects, Segment Differences, and Product Characteristics: An Integrated Model of the Car Market," *Journal of Product & Brand Management*, 18 no. 2, 143-151.
- Bapuji, Hari and Paul W. Beamish (2008), "Avoid Hazardous Design Flaws," *Harvard Business Review*, 86 no. 3 (March), 23, 26.
- Berthon, Pierre and Leyland Pitt (2010), "Efficiency, Effectiveness, Emergence: Three Stages of Designing for Consumers," *Business Horizons*, 53 no. 4 (July/August), 419-425.
- Bhat, Subodh and Srinivas K. Reddy (1998), "Symbolic and Functional Positioning of Brands," *Journal of Consumer Marketing*, 15 no. 1, 32-43.
- Bloch, Peter H. (1995), "Seeking the Ideal Form: Product Design and Consumer Response," *Journal of Marketing*, 59 no. 3 (July), 16-29.
- Bosmans, Anick (2006), "Scents and Sensibility: When Do (In)Congruent Ambient Scents Influence Product Evaluations," *Journal of Marketing*, 70 no. 3 (July), 32-43.
- Calder, Bobby J. (1977), "Focus Groups and the Nature of Qualitative Marketing Research," *Journal of Marketing Research*, 14 (August), 353-364.
- Cagan, Jonathan and Craig M. Vogel (2002), *Creating Breakthrough Products: Innovation from Product Planning to Program Approval*, Upper Saddle River, New Jersey: Prentice Hall.
- Cain, J. (1999), "Experienced Based Design: Toward a Science of Artful Business Innovation," *Design Management Journal*, 9 no. 4, 10-16.

- Carson, Stephen J. (2007), "When to Give Up Control of Outsourced New Product Development," *Journal of Marketing*, 71 (January), 49-66.
- Cruesen, Mariëlle E. H. and Jan P. L. Schoormans (2005), "The Different Roles of Product Appearance in Consumer Choice," *Journal of Product Innovation Management*, 22 no. 1 (January), 63-81.
- Gerwin, Donald (2004), "Coordinating New Product Development in Strategic Alliances," *Academy of Management Review*, 29 no. 2 (April), 241-257.
- Gilliland, David I. (2004), "Designing Channel Incentives to Overcome Reseller Rejection," *Industrial Marketing Management*, 33 no. 2 (February), 87-95.
- Glaister, Keith W. and Peter J. Buckley (1996), "Strategic Motives for International Alliance Formation," *Journal of Management Studies*, 33 no. 3 (May), 301-332.
- Karjalainen, Toni-Matti and Dirk Snelders (2010), "Designing Visual Recognition for the Brand," *Journal of Product Innovation Management*, 27 no. 1 (January), 6-22.
- Kotler, Phillip (1968), *Marketing Decision Making: A Model Building Approach*, New York: Holt, Rinehart and Winston, Preface and Chapter 1, V-19.
- Kreuzbauer, Robert and Alan J. Malter (2005), "Embodied Cognition and New Product Design: Changing Product Form to Influence Brand Categorization," *Journal of Product Innovation Management*, 22 no. 2 (March), 165-176.
- Meyer, Christopher and Andre Schwager, (2007), "Understanding Customer Experience," *Harvard Business Review*, 85 no. 2 (February), 116-126.
- Nobel, Charles H. and Minu Kumar (2010), "Exploring the Appeal of Product Design: A Grounded, Value-Based Model of Key Design Elements and Relationships," *Journal of Product Innovation Management*, 27 no. 5 (September), 640-657.
- O'Cass, Aron and Debra Grace (2004) "Exploring Consumer Experience with a Service Brand," *Journal of Product & Brand Management*, 13 no. 4, 257-268.
- Rijsdijk, Serge A., Fred Langerak, and Erik Jan Hultink (2011), "Understanding a Two-Sided Coin: Antecedents and Consequences of a Decomposed Product Advantage," *Journal of Product Innovation Management*, 28 No. 1 (January), 31-47.
- Sheu, Jih-Bing and Tung-Lai Hu (2009), "Channel Power, Commitment and Performance toward Sustainable Channel Relationships," *Industrial Marketing Management*, 38 no. 1 (January), 17-31.
- Song, Michael and Mark E. Parry (2009), "Information, Promotion, and the Adoption of Innovative Consumer Durables," *Journal of Product Innovation Management*, 26 no. 4 (July), 441-454.
- Talke, Katrin and Erik Jan Hultink (2010), "Managing Diffusion Barriers when Launching New Products," *Journal of Product Innovation Management*, 27 no. 4(May), 537-553.
- Ulrich, K. and S. Eppinger (2002), *Product Design and Development*, New York: McGraw Hill.
- Ulrich, Karl T. and Scott Pearson (1998), "Assessing the Importance of Design through Product Archaeology," *Management Science*, 44 no. 3 (March), 352-369.
- Veryzer, Robert W. (2005), "The Roles of Marketing and Industrial Design in Discontinuous New Product Development," *Journal of Product Innovation Management*, 22 no. 1 (January), 22-41.

Veryzer, Robert W. and Brigitte Borja de Mozota (2005), "The Impact of User-Oriented Design on New Product Development: An Examination of Fundamental Relationships, *Journal of Product Innovation Management*, 22 no. 2 (March), 128-143.

Viswanathan, Madhubalan and Terry L. Childers (1999), "Understanding How Product Attributes Influence Product Categorization: Development and Validation of Fuzzy Set-Based Measures of Gradedness in Product Categories," *Journal of Marketing Research*, 36 no. 1 (February), 75-94.

Vukasovič, Tina (2009), "Searching for Competitive Advantage with the Aid of the Brand Potential Index," *Journal of Product & Brand Management*, 18 no. 3, 165-176.

Waarts, Eric, Yvonne M. van Everdingen, Jos van Hillegersberg (2002), "The Dynamics of Factors Affecting the Adoption of Innovations, *Journal of Product Innovation Management*, 19, 412-423.