MKT 446 – Practicum in New Product Development & Branding

Syllabus – Spring 2015
T/TH – 2:00-3:50 pm

Professor: Therese Wilbur
Office: ACC 306P
Office Phone: 213-740-4790
Office Hours: W, TH 12:00-1:30 pm
E-mail: twilbur@marshall.usc.edu

Course Description
This is an experiential learning course. Therefore, the entire course is 1 semester long, group project. To mirror actual product development teams, this course will be taught in parallel with Viterbi School of Engineering, EE 459: Electrical Engineering Embedded Systems Design Laboratory Course, and with Roski School of Fine Arts, FASC 436 Art & Technology Course. Marketing students will be paired together with teams of Electrical Engineering and Fine Arts students and be given a cross-functional, semester long project of creating, designing, and developing prototypes and marketing plans for a successful new product introduction for a brand.

- Our Engineering Faculty contact is Dr. Allan Weber at weber@sipi.usc.edu.
- Our Fine Arts Faculty contacts are Ann Page at spage@usc.edu

Because a large amount of work is needed outside of class, the class is structured to allow for Lab Times, which will be on Thursdays for most weeks. These are days where the class format allows you to meet with your cross-functional team and accomplish team goals. Additionally, there are check-in classes where teams will be scheduled to see me during class times in the classroom to discuss any issues or progress.

Course Project Overview
The project we are working on is a Smart Device for Recreation. A detailed project description is attached.

Target Market: TBD by each team
Brand: TBD by each team

Learning Objectives
The course will provide you with the skills and knowledge to:
1. To step into the shoes of a Product Manager and lead the development of an actual product from concept to prototype.
2. To experience the joys and challenges of working on a cross-functional product development team.
3. To learn and apply the principles of Integrated New Product Development (iNPD).
4. To generate and communicate all consumer, competitive, and brand input to the FA, EE team members as a platform for product development by applying previous knowledge of Marketing concepts.
5. To create a comprehensive marketing launch plan based on final prototype definition, again leveraging knowledge from prior Marketing course work.
6. To understand and analyze product launches/failures using additional product development concepts and best practices across a variety of organizations and industries.

Required Materials
2. Qualtrics is an on-line survey tool your teams can use throughout the course to conduct consumer research. Each team will be set-up with a name and password. To access the system, use the domain name of: http://uscmarshall.qualtrics.com. For any systems issues, call the Marshall Help Desk first. If that does not resolve your issue, then email me.

Prerequisites and/or Recommended Preparation:
BUAD 307 and MKT 445—New Product Development & Branding or similar coursework

Course Notes:
All class information and class slides will be posted to Blackboard.
Grading Policies:
Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target or curve, but on your performance. Historically, the average grade for this class is about a B+. Three items are considered when assigning final grades:
1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

ASSIGNMENTS AND GRADING DETAIL:

<table>
<thead>
<tr>
<th>Individual Total:</th>
<th>35%</th>
<th>350 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Failure Paper</td>
<td>20%</td>
<td>100 Points</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>7%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Case Exercises</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Total:</th>
<th>65%</th>
<th>650 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity Identification &amp; Concept Generation, Concept Testing</td>
<td>20%</td>
<td>200 Points</td>
</tr>
<tr>
<td>Concept Selection &amp; Product Protocol</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Marketing Launch Plan &amp; Final Presentations</td>
<td>25%</td>
<td>250 Points</td>
</tr>
<tr>
<td>Cross-discipline Team Work Feedback from Engineering &amp; Design Partners</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000 Points</strong></td>
</tr>
</tbody>
</table>

The Marshall School of Business Learning Goals:
Emphasis will be placed on the USC Marshall School of Business learning goals as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Course Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders.</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society</td>
<td>Moderate</td>
</tr>
<tr>
<td>6</td>
<td>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</td>
<td>High</td>
</tr>
</tbody>
</table>

Assignment Submission Policy:
Guidelines for ALL Assignments:
1. All assignments need to be typed and professional looking—something you would be proud to show to an employer.
2. Individual and team assignments are due on the date assigned, before class begins. A 30% penalty per day applies to any late assignments (except for case preparations; no late or make-up ones accepted).
3. Assignments are due in hard copy form (and sometimes in ecopy form).
4. If you are sick, you need to email me your assignment before class starts to receive full credit and bring a hard copy of the assignment to the next class, if applicable.
5. An unexcused, late assignment exceeding 3 days will not be accepted.

Religious Holidays
Religious Holidays and associated travel plans are well known in advance. If you require accommodations due to conflict with a religious holiday, I expect you to notify me at least 7 days in advance. Failure to follow this policy will result in stated penalties noted above.

© T. Wilbur, 2015
ASSIGNMENT REQUIREMENTS—INDIVIDUAL = 35%

Product Failure Paper = 20%
- Each student will be asked to identify and analyze a product failure/specific industry and the learning from it, by applying our class concepts and prior branding concepts in a 5 page paper and 2 pages must be exhibits. Further assignment requirements will be communicated in class.

Case Exercises = 8%
- There are 8 Harvard Business School Case assignments that need to be completed prior to our in-class exercises per class.
- Each assignment is 1-2 questions requiring responses in the format of: 1 text page, 1-2 exhibit page(s)
- 2 copies should be brought to each class; one for me to grade and one for you during our in-class exercises.
- Since the assignments are used in the case discussions, no late or make-up case exercises are allowed.
- Each case assignment is worth 1% of your grade and graded as follows:

<table>
<thead>
<tr>
<th>Case Grade</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Extraordinary Effort</td>
</tr>
<tr>
<td>90%</td>
<td>Above Average Effort</td>
</tr>
<tr>
<td>80%</td>
<td>Average Effort</td>
</tr>
<tr>
<td>70%</td>
<td>Below Average Effort</td>
</tr>
<tr>
<td>60%</td>
<td>Minimal Effort</td>
</tr>
<tr>
<td>0%</td>
<td>Not completed</td>
</tr>
</tbody>
</table>

In-class Participation = 7%
- In-class Participation is graded as either credit or no credit.
- There will be in class and out of class participation activities assigned throughout the semester, most being unannounced. There are no “retro-active” points allowed. You need to sign the participation roster the same class day to receive credit.
- Active, positive and quality contributions to class discussions, in-class exercises, or bringing in outside examples are encouraged throughout the semester and may be assigned “points” at my discretion. You cannot earn more than 100% of the allocated points.

Class Absences
- There are no make-up options for in-class activities or Participation credit, even if you are ill or it’s a scheduled absence.
- To make-up any lost points, you need to earn discretionary points for in-class participation (refer to above section).

Accountability and the Team Work Evaluation Process= Impact varies for each milestone
- A Peer Evaluation process occurs after 2 key points in the semester and determines the percentage of the team’s project grade you receive based on your individual performance with the team. The process is put into place to insure all members are contributing fairly and consistently throughout the group projects and to learn how to best perform within a team environment.
- You must earn the possible points from your team members based on the consensus of each group member’s evaluation and the percentage you earn will be an average of your team’s evaluations.
- Peer evaluations are standardized and required from each student after a milestone.
- Late penalties do apply. For each day your evaluation is late, 1% is subtracted from your team grade.
- Peer evaluations will be accepted up to 7 days after the deadline. After this time, they will be considered incomplete and you will automatically lose credit for 15% of your team grade.
- Any issues with peer evaluation grading need to be communicated to me within 3 days of receiving your grade.

ASSIGNMENT REQUIREMENTS—GROUP = 65%

Key Integrated New Product Development (iNPD) Milestones
Preparation and Assignments for each milestone will be given in-class.
- Opportunity Identification, Concept Generation, Concept Testing = 20%
- Concept Selection & Product Protocol = 10%
- Marketing Launch Plan & Final Presentations = 25%
- Cross-Discipline Team Work, based on EE, FA Peer Evals = 10%
Opportunity Identification & Concept Generation, Concept Testing = 20%
- For Opportunity Identification, each team will need to research and understand the category, consumer and industry trends. Concept Generation requires the definition and development of 3 unique concepts. These two milestones are worth 10%.
- Concept Testing will require primary research be conducted with the consumer target on the 3 concepts, along with summarizing the research results. This part of the project is worth 10%.

Concept Selection & Product Protocol = 10%
- Based on the consumer research and the cross discipline team input using a Scoring Model, the team will define and develop one concept. In addition, a formal document defining the final product will be developed, along with signatures from all the cross discipline team members.

Marketing Launch Plan & Final Presentations = 25%
- A comprehensive marketing launch plan will be developed that includes the opportunity identification, final product definition, sales forecast and the 5P’s.

Cross Discipline Team Work Evaluations = 10%
- A multi-discipline peer evaluation process has been established and accounts for 10% of your total group grade. This insures you support your Engineering and Design partners and provides an incentive to foster strong team work across the courses. Further definition will be provided in class on how this grade is structured.

Evaluation of Your Work:
You may regard each of your assignments as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Intellectual Property
The course falls under the Intellectual Property guidelines of the University. Further information will be communicated during class.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/]. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct/].

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/] or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us]. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men [http://www.usc.edu/student-affairs/cwm/] provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu] describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali], which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html] provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu/] will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

© T. Wilbur, 2015
MARSHALL GUIDELINES

Add/Drop Process
If you are absent six or more times prior to April 12 (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Retention of Graded Coursework
Final exams and all other graded work which affect the course grade will be retained for one year after the end of the course if the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

Technology Policy
Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC’s Blackboard learning management system and support information is available at blackboard.usc.edu.

Course Advisory
Students need to be flexible and open to the learning process. Additional readings and/or assignments may be added at the discretion of the professor. Furthermore, unforeseen circumstances may arise which mandate changes in the content and/or structure of the course.

COURSE CALENDAR/READINGS/CLASS SESSIONS
Please refer to the separate course calendar.