Southern Illinois University – Spring 2015
BA 551: Product Strategy and Management
Dr. Dena Hale

Office: 231 Rehn Hall          Class Time: Wednesday, 6:00-8:45pm
Email: denahale@business.siu.edu  Room: Rehn 13
Phone: 618-453-4341            Office Hours: Tuesday and Thursday
                                3:30– 4:30pm or by appointment

Required Materials:

New Products Management, 10th Edition
Authors: Merle Crawford and Anthony Di Benedetto

Additional required readings will be posted on D2L; all articles are available as .pdfs through the SIU Library and will also be posted.

You are encouraged to use the Online Learning Center provided by the publisher: www.mhhe.com/crawford10e. This includes self-grading multiple-choice quizzes for each chapter.

Course Prerequisites:
I assume that all registered students have successfully (‘C’ or better) completed Principles of Marketing (BA550), its equivalent or have received administrative approval to enroll. I will assume you know key marketing concepts or can look them up via Google.

Course Description:
This class will study product strategy, management and their relationships with business policies and procedures. It will examine the development of product strategies, the means of developing such strategies, and the methods and strategies for commercialization of new, existing, or revitalized products.

Course Objectives:
Upon successful completion of BA551, students will have learned and demonstrated:

- The steps in the process of taking a product from concept to market introduction
- How to develop what the text calls a “Product Innovation Charter” that is used to guide the new product development process for a firm.
- How to develop plans for marketing a new, existing or repositioned product.
- How to evaluate the feasibility of new product ideas.
- How to apply analytical skills during discussions within a seminar framework using a variety of constructs that enable insight and understanding of the process involved in the organization and management of the new product development.
Student Expectations (Classroom Policies):

Prior to Class:
The format of this class necessitates participation and preparedness on the part of the student. You must read all materials prior to class and complete all assignments. I expect students to treat this course like a job: be professional in your speech, your writings, and your behavior, be on time, and be prepared. You must read the assigned materials BEFORE class (I reserve the right to give a short quiz at the start of class).

During Class:
To ensure that everyone has an equal opportunity to benefit from class, students should observe common courtesy and respect the rights of others. Some professional courtesy rules that should be observed in the classroom are:

1) Please turn off all cell phones and electronic equipment out of respect for the professor and other students.
2) Do not surf the internet, use instant messaging, or text message others during class if you chose to use your laptop/tablet for note taking.

Deviations from student expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class, I reserve the right to ask you to leave the room. Continued enrollment in this course indicates agreement with these policies.

Academic Honesty Policy:
All university, college, and departmental policies on academic honesty will be strictly enforced. The consequence of academic dishonesty is failure in the course and referral of the case to the Dean of the college for additional disciplinary action. Please see the College of Business Administration’s academic dishonesty policy in your student handbook.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Student Evaluation (Grading Policy):

**IMPORTANT NOTE:** All assignments are given specific due dates (found in your “Master Schedule for Deliverables/Assignments” document provided during the first week of class). All assignments are due as prescribed, and will NOT be graded if turned in late. Late assignments will result in “0” points.

**Test scores** -- You will have two exams. The exams will include materials from class lectures, presentations, handouts, and your reading assignments. Exams will be given during class and will be comprised of multiple choice and short essay.

**Quizzes** – A total of four quizzes will be given during the term. Quizzes may or may not be announced, therefore class attendance and participation is quite important.

**Individual Assignment** – Select a company you are interested in and propose a growth strategy, backing up your arguments with data (you may want to use the RWW Framework to organize your thoughts). The report is not to exceed 3 pages. You will present a brief 5-7 minute oration of your suggested strategy.

**Class Contribution** – Class contribution is judged by quality, not quantity. I will assess how your comments enhance both the content and the process of a discussion.

**Group Project** – The project is intended to replicate the development of a new product. Please make sure to fully document the development process, including ideas, which are not subsequently acted upon. Each group will be required to turn in a journal, which documents this process in detail. Your project grade will be based upon the final project report, completeness of the journal, and the in-class presentation. I will be looking to determine how well you were able to identify customer needs, delineate a market, translate customer needs into a prototype, define the value proposition, test the concept and outline the launch strategy. In addition, I will gather information from all team members on the relative contributions of each member and use the appropriate weighting to arrive at the individual grade.

For successful launch and survival in the marketplace, an offering needs to meet three criteria as illustrated in the Venn Diagram below:
The idea is to prototype, test and iterate until your offering satisfies all three conditions. Your report and presentation should touch on all three areas and provide solid evidence that

1. there is potential customer demand
2. you can create value for the company
3. the offering is technically feasible

We will have frequent check-ins during the course. Please review the assignment schedule that will be handed out during the first week of class.

### BA551
Planning Tables

#### Summary of Course Deliverables

<table>
<thead>
<tr>
<th>Deliverable &amp; Point Value</th>
<th>(16 weeks)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contribution</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Quality of Interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
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<tr>
<td>Exam 2</td>
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</tr>
<tr>
<td>Individual Assignment</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Write Up</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>25</td>
<td></td>
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<tr>
<td>Quizzes</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Quiz 1</td>
<td>25</td>
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<tr>
<td>Quiz 2</td>
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<tr>
<td>Quiz 3</td>
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<td>Quiz 4</td>
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<tr>
<td>Group Project</td>
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<td>Final Paper</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Team Journal</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Charter</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation</td>
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<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

An Official Course Schedule will be provided during the first week of class.
**FOR YOUR INFORMATION:** I am particularly sensitive to your writing skills. If your writing skills are poor, then I believe it is part of my job to show you where your errors are occurring. If I see continual writing errors, I will send you to the University writing center and not accept future writings. See these links for the importance of good writing in MBA graduates:

http://www.csus.edu/wac/WAC/Students/real_world_writing.html

**Two major issues to remember when writing for Dr. Hale:**

1. I insist on proper email etiquette.
   - Always begin your email with a salutation that includes the formal title of the person you are addressing (e.g., “Dear Dr. Hale,” or “Dr H.”)
   - Always end your email with a closing remark and your name! (e.g., “Regards, Joe Smite” or “Thank You, Jen Jones”)
   - Always write in complete sentences. Do not use “text message” speak or abbreviations.
   - Always remember that your email is a business communication and should be as formal as a typewritten letter.
   - I reserve the right to delete or not respond to student emails that do not adhere to these above rules. This may seem severe, but part of my job is to teach you the reality of the business world.

2. I am particularly sensitive to the use of commas, semicolons, and colons in your written work.
   - Commas separate lists of things (e.g., “I like margaritas, wine, and martinis.”)
   - As you read a sentence out loud, if there is a pause in your speaking, a comma should be present (e.g., “If you enjoy college basketball, Carbondale is a great place to live.”)
   - If you start your sentence with a preposition (e.g., if, on, in), then you need a comma before the next phrase.
   - Semicolons separate two complete sentences; this means that the words on each side of the semicolon should be “stand-alone” sentences (e.g., each side of the semicolon should have a subject and a verb).
   - In my experience, most college students do not use commas enough and most students use semicolons incorrectly.

**SIU Writing Center:**  [http://write.siu.edu/Writing_Resources.php](http://write.siu.edu/Writing_Resources.php)
IMPORTANT DATES *
Semester Class Begins .......................................................... 01/20/2015
Last day to add a class (without instructor permission) .............. 01/25/2015
Last day to withdraw completely and receive a 100% refund: ........ 02/01/2015
Last day to drop a course using SalukiNet ................................ 04/05/2015
Last day to file diploma application (for name to appear in Commencement program): ........................................................... 03/13/2015
Final examinations: .................................................................. 05/11–5/15/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu

SPRING SEMESTER HOLIDAYS
Martin Luther King Jr.'s Birthday 01/19/2015
Spring Vacation 03/07–03/12/2015

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be submitted by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/upgradecatalog1314.pdf

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/upgradecatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides specialized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.library.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or sukcares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusivexcelience.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math-tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/display/login
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/