

BMGT 591 – New Product Introduction

Wednesdays, 1-4 p.m.
Jabs 207

Instructor: Dr. Eric Van Steenburg

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Office Hours

M 1:30-4 p.m.
TTh 11 a.m.- 1 p.m.
or by Appointment

Learning Objectives

By the conclusion of this course, students will be able to:

- Define successful go-to market strategies and marketing-related decision making.
- Analyze marketing tactics through critical assessment of strategic marketing efforts.
- Describe the basic concepts and techniques for strategically marketing a new product/service.
- Defend the concept that strategic marketing is a business philosophy that maintains the best way to reach company objectives is by satisfying consumer needs.
- Develop an action-based strategic marketing plan for a new product/service introduction, pulling together concepts and tools from this class as well as other MSIM courses.

Learning Methodology

This course is designed based on three fundamental concepts:

1. Learning by doing
2. Reflection in action
3. Coaching

Course Format

You will be introduced to the stages of product introduction through traditional lecturer-led sessions, video case studies, short group exercises, article and case study analysis, and question and answer sessions. Heavy discussion and participation is expected because we will create learning experiences in class. The objective of these sessions is not to explain all the theory behind each topic, but to present a brief overview of each concept. The main work of studying the content of each topic in detail will be done by students. All of the theoretical material, concepts, and models can be found in the readings.

Evaluation of Student Performance

Your final grade will be determined based on the following:

1. **Final Plan (group project)** – The course is designed so that you experience taking a product or service to market through a group project. The group project is the most important aspect of the course. Students will develop a strategic go-to market plan for a new product/service introduction, and will be evaluated on how well they apply principles and disciplines of strategic marketing in a practical setting. General guidelines are:
 - The project will be done in groups of four students, with a new product/service to bring to market.
 - The project will be developed throughout the course, applying the concepts being learned, and will involve preparing a written report to be submitted at the end of the course.
 - Instructors will act as a tutors and will provide advice on the project, including evaluation of a mid-term report in which extensive feedback will be provided on project application up to that point.
 - Teams will present their strategic plan to potential investors in hope of being chosen as a product/service worth taking to market through VC funding.
2. **Mid-Term Report** – The initial version of the marketing plan based on the various topics introduced throughout the first half of the term will be submitted for feedback and evaluation. This mid-term report will provide the basis for preparation of the final report (with modifications and changes incorporated). A mid-term report will be submitted in order to ensure project groups are applying the concepts to their strategic plan following the sessions on each new topic.

3. **Final Presentation** – Students will deliver a PechaKucha style presentation the final week of the semester that includes their overall go-to market plan in an effort to be selected by the investors. Teams selected to “receive funding” will earn an additional 25 points to their point total. In addition to the venture capital firms, other interested parties will be in attendance. See the included description of a PechaKucha presentation for additional direction on what is expected.
4. **Participation** – Because students have a responsibility to initiate and participate in discussions regarding the assigned materials and current events, it is essential that you are prepared to engage. Because I will provide material that is beyond what the assigned readings offer, you must attend class in order to know all the material in which you will be evaluated. I also expect 100% participation in the projects and presentations, and will take immediate corrective action should there be evidence of non-participation on your part. Grades are based on attendance, classroom discussions, preparedness, peer evaluations, and the instructor’s continuous evaluation.

Class participation and continuous evaluation – You are expected to adopt a positive and respectful attitude while in class and while working with group members. You are expected to read the assigned materials as outlined, to arrive on time and fully prepared for all classes, and to meet all deadlines during the course. I will monitor your attendance, the frequency and quality of your participation, the amount of interest shown in the course (inside and outside the classroom), and how much you enrich the class through your work. The participation scale that I will use is the following:

- 0-20 points: People who don’t attend class regularly, and when they do, don’t participate.
- 25 points: People who attend class but don’t participate.
- 30 points: People who attend class and participate occasionally.
- 35 points: People who attend class and participate often.
- 40 points: People who attend class and participate often and also show interest outside of the classroom.
- 45 points: People who attend class and have extensive participation and constant interest outside the classroom.
- 50 points: People who meet all the previous standards and enrich the class with voluntary extra work.

Peer evaluation – Each student will complete a peer evaluation in which you will evaluate your project mates’ work, contribution, and effort. The total evaluation by each student’s project mates will be considered in order to weight the group project grade assigned to each team member. The index created by the peer evaluation depends on how each team member distributes the total work effort (100%) among teammates.

Your final course grade will be determined based on the following criteria:

Mid-Term Report	100
Final Report	150
Final Presentation	50
Participation	100
Total	400

Grades will be awarded based on the following:

90%-100% (360-400 points)	A
80%-89.9% (320-359 points)	B
70%-79.9% (280-319 points)	C
60%-69.9% (240-279 points)	D
Less than 60% (fewer than 240 points)	F

All final grades are just that – FINAL. Please don’t wait until the end of the semester to see me if you are having trouble. If you need help, or cannot complete work due to personal difficulties, please see me right away.

Grade Appeals, Withdrawals, and Incompletes

Please refer to the university’s Academic Policies for information governing these actions. If you have any questions, please contact your academic advisor for clarification.

Desire2Learn

The Desire2Learn System is used to support the class administratively as well as deliver some course content. Check D2L regularly, particularly before a class. Some specific functions include:

- Syllabus or Calendar updates/changes
- Supplemental materials
- Announcements
- Grade posting

Contacting Us

Van Steenburg – Please use my MSU email to contact me (eric.vansteenburgh@montana.edu). I will typically respond within 24 hours and always within 48 hours. However, do not be surprised if there is a delay should you email me between 3 p.m. Friday and 8 a.m. Monday. When you do contact me, you must write in complete, coherent sentences with proper salutation as well as correct grammar, spelling and punctuation. Emails that are not written professionally, contain GSP errors, are written in texting language, or do not contain complete sentences will be ignored.

Heffner – I follow a similar approach. Please contacted me at (kit_heffner@yahoo.com). I am willing to email, meet in person, Zoom, or talk over the phone and will work with you and your teams to find a convenient method and time.

Regular class attendance is required by the university and necessary to keep up with assigned readings, lectures and projects. Excessive class absences, tardiness and/or failure to keep up with assigned readings will inevitably result in lower grades. I'm quite accommodating, but habitual or extensive tardiness is disruptive to the entire class. If you are late for class, see me immediately at the end of that class to explain why you did not arrive on time. If you do not, you will be counted as absent.

Makeups & Absences

Opportunities to participate in an online quiz after the deadline has passed will only be granted for excused absences in which the student contacts me ***in advance***. Likewise, students must contact me in advance of missing any class or they will be counted absent, which will lower their participation grade appropriately. **Contacting me prior to missing a class or exam constitutes a reason; contacting me after missing a class or exam constitutes an excuse.**

Health-Related Class Absence

Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. MSU students who miss class due to illness will be given opportunities to access course materials online. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to class or to campus to turn in work or attend class. Instead notify me by email me about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is not required. MSU University Health Partners – as part their commitment to maintain patient confidentiality, to encourage more appropriate use of healthcare resources, and to support meaningful dialogue between instructors and students – does not provide such documentation.

ADA Compliance

Montana State University is dedicated to the principles of equal educational opportunity and access for students with disabilities. If you have a documented disability for which you may be requesting an accommodation(s), please let me know as soon as possible and have your Accommodation Notification or Blue Card. Accommodations are approved through the Office of Disability Services located in SUB 174 or at 406-994-2824. You can find information about disability services at www.montana.edu/drv.

Religious Accommodations

Students should notify faculty by no later than the end of the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the [Office of Institutional Equity](#) in Hamilton Hall, room 116, or at 406-994-2042 if you have additional questions.

Diversity & Non-Discrimination

MSU is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran's status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Should you encounter any discrimination, please report it to the Director to MSU's Office of Institutional Equity at discrimination@montana.edu.

Intellectual Property Rights

This syllabus, course lectures and presentations, and any course materials provided throughout this term are protected by U.S. copyright laws. Students enrolled in the course may use them for their own research and educational purposes. However, **reproducing, selling, or otherwise distributing these materials, including providing materials to commercial platforms, without written permission of the copyright owner is expressly prohibited. Doing so may constitute a violation of U.S. copyright law as well as MSU's Code of Student Conduct.**

Academic Honesty

The integrity of the academic process requires that credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources, and the respect and recognition of others' academic endeavors.

(Source: Montana State University, Conduct Code, Section 340.00)

Students writing in an academic setting are responsible for approaching all assignments with rigor, integrity, and in compliance with the University Code of Student Conduct. This responsibility includes:

- consulting and analyzing sources that are relevant to the topic of inquiry;
- clearly acknowledging when they draw from the ideas or the phrasing of those sources in their own writing;
- learning and using appropriate citation conventions within the field in which they are studying; and
- asking their instructor for guidance when they are uncertain of how to acknowledge the contributions of others in their thinking and writing.

PLAGIARISM

The term plagiarism includes, but is not limited to, the use, by paragraph or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency, and engaging in the distribution of exams, term papers or other materials.

When students fail to adhere to these responsibilities, they may intentionally or unintentionally “use someone else’s language, ideas, or other original (not common-knowledge) material without properly acknowledging its source.” When the act is intentional, the student has engaged in *plagiarism*.

Plagiarism is an act of academic misconduct, which carries with it consequences including but not limited to receiving a course grade of “F” and a report to the Office of the Dean of Students. Unfortunately, it is not always clear if the misuse of sources is intentional or unintentional, which means that you may be accused of plagiarism even if you do not intentionally plagiarize. **If you have any questions regarding use and citation of sources in your academic writing, you are responsible for consulting with your instructor *before* the assignment due date. In addition, you can work with an MSU Writing Center tutor at any point in your writing process, including when you are integrating or citing sources. You can make an appointment and find citation resources at www.montana.edu/writingcenter.**

Academic dishonesty is not limited to plagiarism. Other examples of academic dishonesty include cheating on tests or homework, taking an exam or writing a paper for someone else, and selling or uploading unauthorized documents from a class. The term “cheating” includes, but is not limited to (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff of the university.

If you engage in academic dishonesty related to this class, you will receive a failing grade on the test or assignment, and a failing grade in the course. In addition, the case will be referred to the Office of the Provost and Vice President for Academic Affairs for appropriate disciplinary action. This policy is intended to protect the honest student from unfair competition with unscrupulous individuals who might attempt to gain an advantage through cheating.

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Code of Conduct

Montana State University expects each student to maintain acceptable standards of behavior on campus and in the community and to manifest a serious purpose by maintaining a satisfactory scholastic standing in the courses undertaken. No student who shows persistent unwillingness or inability to comply with these requirements will be permitted to continue his or her affiliation with the University. The responsibilities of all MSU students are defined by the Student Code of Conduct. All students are expected to abide by the Student Code of Conduct and Academic Integrity, found at: <http://catalog.montana.edu/code-conduct-policies-regulations-reports/>.

(Source: Montana State University Code of Conduct, Policies, Regulations & Reports)

PechaKucha Presentations

On presentation day, project groups are required to use the PechaKucha 20x20 oral presentation format. This is a simple PowerPoint presentation format in which you show 20 images/slides, each for 20 seconds or a total of 6:40. The slides or images must advance automatically.

Students must use PowerPoint to create the presentations, and cannot use Google Slides as they do not advance automatically in the proper time allotment.

To setup a PowerPoint for a PechaKucha presentation, see some very basic guidelines at:

<https://www.youtube.com/watch?v=l9zxNTpNMLo>

<https://www.youtube.com/watch?v=32WEzM3LFhw>

If you are interested in the origins of PechaKucha in Tokyo, Japan from a couple of architects, please visit the original website for background on PechaKucha background and some visual examples. The website is: <http://www.pechakucha.org>.

Presentations will be evaluated based on the following items:

1. **Opening** – Started with a great story, question to be answered, or curiosity-building idea to grab client's attention. Offered a basic overview of the project by introducing the campaign goals and operational details.
2. **Analysis** – Overall campaign performance is appropriately measured and evaluated. Key performance indicators and/or key metrics for relevant marketing, branding, and, communications recommendations presented and explained.
3. **Knowledge** – Used branding concepts appropriately. Presented sufficient depth and level of analysis with a focus on recommendations and rationale for strategies. Demonstrated an understanding of the subject matter.
4. **Visuals/Timing** – Used appropriate visuals at right times to help client understand key points. Items were well-prepared, did not distract from presentation, and contained no errors. Presenters used the time appropriately, presentation flowed with the auto-advancement of the slides.
5. **Conclusion** – Presented a clear summary of the presentation and key items that tied together the entire campaign and helped focus the client's attention on important campaign aspects. Offered simple, actionable, and well justified advice on future recommendations.

Peer Evaluation

Each team member is required to submit a peer rating form. This form is to contain an evaluation of each team member, with the exception of you. The form will be kept in strict confidence. In the space provided below, please fill in the names of your team members and record your peer rating for each. The form should be signed and returned to the faculty member.

The peer rating is based on a total awardable point base of 100 points for all team members other than yourself. If you do not allocate any rating to a member of your team we will understand that means 0. You should award the 100 points among your team members based on a consideration of the following:

- Willingness of the individuals to carry out jobs assigned
- Ability of the individual to meet deadlines
- Cooperation with the other team members
- Quality of the individual's work
- Individual's overall contribution to jobs required

	Team Member Names	Points Awarded
1		
2		
3		
4		

Total

100

Signature: _____

Team Name / Team Number: _____

Additional Comments:

Calendar – BMGT 591 – Spring 2023

(NOTE: Changes may be made at the discretion of the instructor)

Dates	Topic	Readings	Application
1-18	<i>Sprint</i>		
1-25	Mission / Reference Market External / Internal Analysis	<i>Marketing Myopia</i> (Levitt) <i>Key Success Factors</i> (Dix) <i>Strategic Brand Lifecycle</i> (Keller)	Market analysis Solution Life Cycle Strategic SWOT
2-1	Diagnosis / Development Product Strategies	<i>Evolutionary Perspective on Product Strategy</i> (Sorenson) <i>Product Design Strategies</i> (Hua)	Portfolio Strategy
2-8	Pro Forma (Heffner)	Accounting 101 Review The 5x5	Pat LaPointe, Frontier Angels
2-15	Organizational Design (Heffner)		Netflix Case Draft NPD Org Design & Project Pro-forma
2-22	Pricing Strategies Retail Strategies	<i>Price Effectively</i> (Dholakia) Ch.1-3 <i>Rethink Your Pricing Strategy</i> (Hinterhuber)	“SAB Miller & Backus”
3-1	Consumer Behavior Behavioral Segmentation	<i>Consumer Behavior</i> (Mowen) Ch.1 2 5-7 <i>Eight Step Segmentation</i> (Guzman) <i>Reference Markets</i> (Keller)	Market Segmentation
3-8	Mid-Term Reports Due Presentation Practice		
3-15	SPRING BREAK		
3-22	Brand Management	<i>Consumer Based Brand Equity</i> (Keller) <i>CBBE in a Fast Environment</i> (Gurhan) <i>Brand Personality</i> (Aaker)	Brand Leveraging Brand Identity & Personality “Greatest Movie Ever Sold”
3-29	Sourcing (Heffner)	<i>Strategic Sourcing</i> (Pearson & Shih)	Spencer Williams, WestPaw
4-5	Channel Distribution (Heffner)	<i>Developing and Managing Channels of Distribution</i> (Rangan)	Google Glass Case War Stories
4-12	Positioning Communications	<i>Why Position</i> (Gelphman) <i>Positioning Strategy</i> (Brooksbank)	Positioning Process “Art & Copy”
4-19	Digital Marketing	<i>Digital Marketing Strategy</i> (Kingsnorth) Ch. 2-4, 13-14 <i>Brand Positioning Using SEM</i> (Dou)	
4-26	Activation Metrics & Measures	<i>Marketing Performance Measurement System</i> (Lamberti) <i>Metrics & Firm Performance</i> (Zahay)	
5-3	Presentation Practice		
5-10	Investor Presentations		