REQUARED READINGS
1. https://cb.hbsp.harvard.edu/cbmp/access/45126710
2. Other material will be available at the course website on Blackboard

COURSE OBJECTIVES AND FORMAT
The course will aim to equip students with skills to take up a career in product design and management if they choose a creative path or in dealing with product strategy issues if they choose a managerial career. In this regard the key objectives are to help

1. Learn tools and methods for product design and development. (DESIGN)
2. Increase confidence in student abilities to create a new product. (DESIGN)
3. Bring awareness of the role of multiple functions in creating a new product (e.g. marketing, finance, industrial design, engineering, production). (DESIGN)
4. Deeply think about strategic management issues in managing products during their growth, maturity and decline stages. (STRATEGY)
5. Manage multiple products either as product lines or as product extensions (STRATEGY)
6. Learn how products become brands (STRATEGY)

All the course lectures will be labeled as product design related or product and brand strategy related lectures.

Co-creating knowledge. Unlike some courses you may have taken that were primarily "lecture-driven," this course is highly interactive and therefore requires your active participation during each session. To encourage your involvement and to help me get to know you by name, please be sure to have a "name card" with your first name on your desk at the start of each class. (Just fold a piece of paper length wise, and use a dark marker to print your first name on both sides of the tent card in big, bold letters so those in front of you and behind you can read your name).

Creative Thinking. There will be various creative exercises that students will be a part of, some of which will be individual exercises and some will be group exercises. Students will be encouraged to think ‘out of the box’ on new product ideas. Some of the creative exercises that we will work on are

1. A fruit and vegetable race in class (DESIGN)
2. Creating Chindogus (DESIGN)
3. Product Poker (STRATEGY)

_Academia meets practice._ In order to help bring product design and product strategy closer to students, there will be various external experts who will be brought in to help reinforce some of the concepts taught in the course.

_Real-life project._ Students will work on marketing strategy for one of two real life companies/products. There will be 4 teams in the class and they will be briefed about the product and will need to design a complete marketing strategy for the product based on competitor analysis and customer feedback.

_Marketing Engineering._ Lectures and cases will try and reinforce a few key cutting edge marketing techniques that could be very useful if you choose a career in product management, marketing or general management. Some of the techniques that you will learn are

1. Forecasting using regression and forecasting for new products using the BASS MODEL (STRATEGY)
2. Quantitative focus groups using Information Pump technique (DESIGN)
3. Conjoint Analysis to create new products and to find market shares from introducing new products (DESIGN & STRATEGY)
4. Elaboration Likelihood Model to create ads for products (DESIGN)
5. Functional Decomposition Method to learn new product creation (DESIGN)
6. ASSESSOR Model that is used by leading market research firms to provide inputs on product launch (STRATEGY)

More information on specific readings and the expected output in each class session is provided in the CLASSROOM SCHEDULE and PROJECT SCHEDULE pages that follow.

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**GRADING FORMAT**

Numerous opportunities are provided throughout the semester for demonstrating how well you understand the material. It is assumed that each student will meet from time to time with the instructor to assure that all materials are understood and that any questions or other issues are satisfactorily addressed. This is particularly encouraged to discuss questions or topics of personal interest, such as new product ideas you may have, or career-related issues in product management, or related areas.

Grades will be based on 5 areas of performance:

A. CLASS PARTICIPATION  
20%
B. ASSIGNMENTS  
20%
C. EXAM 1  
20%
D. REAL LIFE MARKETING STRATEGY PROJECT  
20%
E. EXAM 2  
20%
Grades will be updated on blackboard on a weekly basis i.e. Friday of each week.

**Grading Component 1 - Class Participation.** Includes attendance, preparation, and discussion during lectures and cases. Quality is more important than quantity. High quality contributions to class discussions (1) are concise and to the point, (2) build on group analyses and insights, (3) reveal thought and preparation prior to class, and (4) challenge the views of others without being derogatory. Class participation scores will range from 0 to 3 with 0=no show, 1=show up to class but do not contribute, 2=show up and make minimal contribution and 3=show up to class and make substantive contributions to the discussion.

**Grading Component 2 - Assignments.** There will be four assignments during the semester. All assignments are individual assignments and will not be re-administered if not submitted on the due date. Each assignment will be graded on a 20 point scale with 1 being minimum and 20 being the maximum.

**Grading Component 3 – Exam 1 and Exam 2.** The exams will be a mix of short answer questions and multiple choice questions.

**Grading Component 4 – Real Life Marketing Strategy Project.** Your group will be briefed on an existing company or a new product idea. You will then need to do an analysis of the product idea in terms of competitive analysis, customer feedback and propose a marketing strategy to the company through a presentation and written report. A detailed list of what you will need to do for the project will be provided in the class schedule.

In assigning grades for this course, there will be no —curve, which would require that a certain percentage of students receive As, Bs, etc. Instead, the grading policy of this course is a flexible one, which does not pit students against each other. Accordingly, the distribution of grades will reflect the actual performance of students, with as many (or as few) students receiving grades of As as their actual performance dictates. Expect a good grade only if you do all the work carefully, thoughtfully, thoroughly and punctually. Top grades are reserved for demonstrated academic excellence. Typically after aggregating across the four grading components the aggregate score will be standardized to 100%, based on which grades will be assigned as stated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
<td>80-89.99%</td>
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<tr>
<td>C</td>
<td>70-79.99%</td>
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<tr>
<td>D</td>
<td>60-69.99%</td>
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**MISCELLANEOUS ISSUES**

**Punctuality:** As you would expect your professors to arrive on time, I expect you to arrive on time. I think it is very rude to continually arrive late—not only do you disrupt lecture by entering late, but you also create unnecessary commotion in trying to get yourself to an empty seat. You will also be missing valuable class notes as well as important announcements. If you have a valid reason for arriving late (e.g., job interview, doctor’s appointment, etc.), slip in as quietly as you can and take the closest empty seat.
Absolutely no late work will be accepted. --Please staple all pages of a given assignment. Please do not paper clip or—dog ear your assignments. --In the event of printer failure (by way of an ink deficiency or other catastrophic reason), please email me your file—ahead of class time (at least half hour before class begins).

Attendance: Treat this class as you would any other professional obligation. When you accept a job, you make a commitment to attend work regularly. When you register for this course, you make a similar commitment to attend class regularly. I understand that situations may arise where you may not be able to attend class. If for some reason you have to miss class, you must inform me prior to the missed class period. Not informing me of absences from class is comparable to missing work without informing your manager. Such behavior reflects a lack of commitment and professionalism. Repeated uninformed absences will result in a lowered final grade. **MAXIMUM NUMBER OF EXCUSED ABSENCES FOR JOB INTERVIEWS IS ONE—PLEASE PLAN ACCORDINGLY.** Simply email me prior to the class meeting to inform me that you will be missing class for a job interview.

Laptop computer use is not permitted during class time. The lectures for a given day have been prepared ahead of time and you are highly encouraged to download the lecture notes to bring to class. There should therefore be no reason to take copious amounts of notes during class.

Special Accommodations: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined, or which will require academic accommodations, please notify me during the first week of the course so that you are appropriately accommodated.

Academic Integrity and Dishonesty: If you remain enrolled in this course, you are indicating to the Professor that you have read, understand, and accept the University policies and procedures regarding academic integrity and dishonesty.

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**COLLEGE OF BUSINESS/UNIVERSITY POLICIES**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with
disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents’ Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**Student Support Services Available:** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give
any portion of the final examination during Final Review Week. Classes are held as
scheduled during this week and lectures and presentations may be given.

*Policy on Nonpayment Cancellations*: Students who have not paid by the census date
and are dropped for non-payment cannot receive a grade for the course in any
circumstances. Therefore, a student dropped for non-payment who continues to attend
the course will not receive a grade for the course. Emergency loans are available to
help students pay tuition and fees. Students can apply for emergency loans by going to
the Emergency Tuition Loan Distribution Center at E. H. Hereford University Center.

*Textbook Purchases*: Textbooks should be purchased by Census Date. The bookstore
policy is to return any unsold textbooks to the publisher after this date.

*COBA Policy on Bomb Threats*: Section 22.07 of the Texas Criminal Law states that a
Class A misdemeanor is punishable by (1) a fine not to exceed $4,000, (2) a jail term of
not more than one year, or (3) both such a fine and confinement. If anyone is tempted
to call in a bomb threat, be aware that UTA has the technology to trace phone calls.
Every effort will be made to avoid cancellation of presentation/ tests caused by bomb
threats to the Business Building. Unannounced alternate sites will be available for
these classes. If a student who has a class with a scheduled test or presentation arrives
and the building has been closed due to a bomb threat, the student should immediately
check for the alternate class site notice which will be posted on/near the main doors on
the south side of the Business building. If the bomb threat is received while class is in
session, your instructor will ask you to leave the building and reconvene at another
location. *Students who provide information leading to the successful prosecution of
anyone making a bomb threat will receive one semester's free parking in the
Maverick Garage across from the Business Building.* UTA's Crimestoppers may
provide a reward to anyone providing information leading to an arrest. To make an
anonymous report, call 817-272-3381.

*COBA Policy on Food/Drink in Classrooms*: College policy prohibits food and/or
drinks in classrooms and labs. Anyone bringing food and/or drinks into a
classroom or lab will be required to remove such items, as directed by class
instructor or lab supervisor.

*Evacuation Procedures*: In the event of an evacuation of the College of Business
building, when the fire alarm sounds, everyone must leave the building by the stairs.
With the fire alarm system we now have, the elevators will all go to the first floor and
stay there until the system is turned off. All those in the North tower side of the
building should proceed to the fire escape stairs located on the East and West sides of
that wing.
For disabled persons: please go to the Northeast fire stairs. We have an evacuation
track chair located on the 6th floor stairwell. We have people trained in the use of this
chair and there will be someone who will go to the 6th floor to get the chair and bring it
to any lower floor stairwell to assist disabled persons. Faculty members will notify the
Dean’s Office at the beginning of each semester of any disabled persons in their
classes. Should this be a real emergency, the Arlington Fire Department and UTA
Police will also be here to help.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Discussion</th>
<th>Required Readings for Class</th>
<th>Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Consumer Insights</td>
<td>Note on Information Pump available on blackboard, “information_pump.pdf”</td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Competitive analysis</td>
<td>Analyzing consumer perceptions by Robert J. Dolan, Product # 599110</td>
<td></td>
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</tbody>
</table>
| Feb 1      | Introduction to the two real life companies and projects + Lecture on “From needs to product design” | 1. Note on QFD available on blackboard, QFD.pdf  
2. Note on Functional Decomposition available on blackboard, FD.pdf |        |
| Feb 3      | Case Study: Braun | HBS: DMI 006  
1. Also read, “Design Thinking by Tim Brown, Product#: R0806E” |        |
| Feb 8      | Initial market sizing 1 | Forecasting the Adoption of a New Product by Elie Ofek, Product # 505062-PDF-ENG |        |
| Feb 10     | Initial market sizing 2 | Forecasting with Regression Analysis by Arthur Schleifer Jr., Product#: 894007-PDF-ENG |        |
| Feb 15     | Case Study: Zenith HDTV | HBS: 591025-PDF_ENG (Note: Bring hard copy of case to class and BE PREPARED) | Assignment 1 submit on blackboard |
| Feb 17     | Fruit and Vegetable Derby | Find rules of race on blackboard | Bring vehicles to class |
| Feb 22     | Concept Testing | Concept Testing by Robert J. Dolan, Product#: 590063-PDF-ENG | Project Teams to submit mini report 1 |
| Feb 29     | Simulated test marketing, test markets + Exam 1 Review | Researching and Monitoring Consumer Markets Robert J. Dolan, Product#: 592088-PDF-ENG |        |
| March 2    | EXAM 1 – During Class hours | | |
| March 7    | Case Study: Nestle Contadina | HBS: 595035-PDF-ENG | |
| March 9    | Product Launch | 1. Note on Marketing Strategy by Robert J. Dolan, Product#: 598061-PDF-ENG | Assignment 3 Due |
| March 21/23| Channel and pricing Issues | 1. Going to Market by Robert J. Dolan, Product#: 599078-PDF-ENG  
2. Pricing: A Value-Based Approach by Robert J. Dolan, Product#: 500071-PDF-ENG | Project Teams to submit mini report 2 |
<p>| March 28   | Managing products communications | Integrated Marketing Communications, Product#: 599087-PDF-ENG | Assignment 4 submit on blackboard |
| March 30   | Identifying and Building | Materials available on Blackboard | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Material Details</th>
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<tbody>
<tr>
<td>April 4</td>
<td>Brand Extensions</td>
<td>Materials available on Blackboard</td>
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<tr>
<td>April 6</td>
<td>Brand Equity</td>
<td>Materials available on Blackboard</td>
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<tr>
<td>April 11</td>
<td>Creative Exercise: Necklace making in class.</td>
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<tr>
<td>April 13</td>
<td>Product Management Mistakes</td>
<td>New Product Commercialization: Common Mistakes by V. Kasturi Rangan , Kevin Bartus, Product#: 594127-PDF-ENG</td>
</tr>
<tr>
<td>April 18</td>
<td>Other topics: Product promotions</td>
<td>Materials available on Blackboard</td>
</tr>
<tr>
<td>April 20</td>
<td>Other topics: Product Line management</td>
<td>Product Policy Decisions by Robert J. Dolan, Product # 501049-PDF-ENG Assignment 5 submit on blackboard</td>
</tr>
<tr>
<td>April 25</td>
<td>Case Study: Rohm &amp; Haas (A) + Exam Review</td>
<td>HBS: 587055-PDF-ENG</td>
</tr>
<tr>
<td>April 27</td>
<td>Exam 2 during class hours</td>
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<tr>
<td>May 2</td>
<td>Presentation Day 1 + Project teams to submit final report</td>
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<tr>
<td>May 4</td>
<td>Presentation Day 2 + Project teams to submit final report</td>
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PURPOSE
The purpose of this team exercise is threefold. First, this exercise will allow you (and your group) to design and build a relatively simple "product." Second, you will have an opportunity to exercise your creativity both individually and in your group. Finally, this exercise will give you hands-on experience in relating product specifications to desired outcomes. Be prepared to test/demonstrate the results of your project in class. To the winner go the spoils (and leftover fruit/vegetable salad!)

ASSIGNMENT
Objective:
To design a stylish, inexpensive (yet nutritious) vehicle made (mostly) from fruits and vegetables that will safely transport a small "passenger" great distances. This vehicle will be entered into the KF 500 competition.

KF 500 VEHICLE ENTRY:
Before visiting a supermarket to either examine or purchase vehicle components, each team should think about a set of target product specifications for their vehicle (product specifications include a metric and a value). For example, "weight" is a metric, whereas "less than 2 ounces" is a value of this metric. Each team will want to carefully consider how each product spec relates to a desired objective. For example, basic physics laws suggest that heavier objects moving down an inclined plane will travel farther than lighter objects. At a minimum you will want to consider product specifications for "great distances," "stylish," "inexpensive," "nutritious," and "safely." The general competition rules are below.

As you work on this exercise, please think about the following questions. Be prepared to discuss your observations and the outcome of your design efforts in class.
1. How did your team establish its target product specifications? (Were these formal or informal?)
2. What are the product specs of your team’s final entry? (How do these product specs relate to each other?)
3. What was the process your team used to arrive at its vehicle?
4. What were the major components, or steps, in this process?
5. Did everyone always agree on what to do next? If there was disagreement, did you all do one thing, or were there multiple activities going on at once? How did this affect the process? Did the process occur in a linear fashion (A-B-CD), or did you revisit some of the steps more than once (A-B-A-C-D-B-C-D-A-D)?
6. How often did you reread the assignment?
7. If your team were given a similar problem again, what would you do differently; what would you change, eliminate? What part of the process would you try to augment, reinforce?

Each team will demonstrate their vehicle in class on Feb 17, 2016

The Fruit/Vegetable Team Vehicle Competition Rules

DESIGN PARAMETERS:
1. The vehicle will be constructed "mostly" from fruits and vegetables. By "mostly" I mean that certain small pieces of other materials may be used in or on your vehicle together, but most of your vehicle should be made of fruits and vegetables. Additional "power aids" may not be used. (Example: rubber bands, batteries, C02 cartridges, etc.) Think of this vehicle as being entered in a soapbox derby for fruit/vegetable vehicles.

2. By definition, a vehicle is "any device with wheels or runners used to carry something, as a car, bus, bicycle or sled." Devices without wheels or runners are excluded (e.g., simply entering a honeydew melon is not allowed).

3. The "passenger" will be provided to you in class in sufficient time to allow for your design team to incorporate his/her "dimensions" in your vehicle. Assume this passenger will be the size of a Lego or Playmobil person.

DEMONSTRATION RULES:
1. Forward momentum will be provided via an inclined plane (i.e., "road") at an appropriate angle. The instructor will bring the official "road".

2. To start the vehicle, it will be set at the top of the "road" and released.

3. Each vehicle will run at least once and the distance the "passenger" is "safely" transported (without being "injured") will be recorded.
1. Consider this product that has been featured on kickstarter.com.

EKSTER -- “An ultra-slim trackable wallet that provides instant card access at the click of a button. Never lose your wallet or phone again!”

Learn more about the product by going to

Your job now is to find out if Ekster will be successful or not if launched as a product. With this in mind, define
a) How you would determine whether or not to launch the product? Is the appeal on kick-starter enough? Why or why not?
b) What study would you commission to determine the segment that Ekster should target with its wallet and to determine the NEEDS of different customer segments? State precisely the market research process i.e. the different studies you would conduct, the questions you would ask in each study, the analysis you would conduct and the kind of output you expect.

2. Find below a quick review of a few tires on consumer reports. If you want to know how to use excel to run regression please go to the following website for an excellent simple example.
   
a. Run a regression of price as a function of the various attributes. Report the preference order of the attributes.
b. Run a regression of overall score (consumer preference) as a function of the various attributes. Report the preference order of the attributes.
c. Why are the two preference orders different?
d. Create a competitive map of the various products with product price on the Y axis and the key product attribute identified using regression a. For example if you identified braking as the attribute above you would plot all the products on a price by braking map.
e. Use the map to see if you can suggest a new product idea.
3. Underarm crutches is a product category that has seen very little innovation. See photograph below for one such crutch.

Use the functional decomposition method and draw a flow chart of the various functions identified. Now create a new product concept for an underarm crutch.
4. Draw a House of Quality for the iPad. Complete the house of quality to the degree possible ignoring the more technical attributes/information. (Note: This question was excluded, since we had not completed House of Quality. We will however include it later in the semester, once we have had a chance to go over House of Quality in a future lecture)

ASSIGNMENT 2
Due: Feb 24, 2016 Individual page limit: 5 Max Points: 20

1. Imagine that you have been newly recruited as a product research manager at pebble smart watches (https://www.pebble.com/). They have recently introduced an upgrade for their classic pebble smart watch that has made it from kickstarter to an actual company making products. The smart watch market has attracted the attention of lots of firms including Apple. With this in mind:

   a. What market segments exist for this smart watch market? Define precisely by variables and your logic and secondary data that suggests the same.
   b. Calculate the total market potential “M” across the various market segments.
   c. Identify “p” and “q” that you think apply to this market for a Bass Model. Remember even exhaustive search wont give you exact markets elsewhere, so use your best judgment.
   d. Calculate yearly sales for the first 5 years based on the M, p and q assumed.

2. Create your own new product concept for a new brand of watch.

   a. Explain your concept by describing the market segment it appeals to along with a description of the product features and consumer benefits.
   b. How would you test the concept? Please write and attach a concept testing survey instrument.

ASSIGNMENT 3
Due: March 9, 2016 Individual page limit: 5 Max Points: 20

For the Ekster wallet project:

a) Identify attributes and levels for a possible conjoint design for the product concept.

b) Using the conjoint excel spreadsheet provided, collect data from 4 potential consumers and determine attribute importance and best product to design.

c) Draw up a preliminary website site that could be used to manage the database and to be able to disburse it to the target consumer segment (dog owners). So what you will need to provide is the home page of the website and a few of the key pages. You don’t need to create an actual
webpage but just how it look on paper. So use three pages of this assignment with one page for homepage visual and two pages for detailed look at the webpage.

ASSIGNMENT 4
Due: March 28, 2016 Individual page limit: 5 Max Points: 20

For the Ekster wallet product:

a) Suggest a way to conduct simulated test marketing for the same (provide detailed procedure of steps, expected outlook, and do some artificial calculations based on how you think it will pan out). Refer to the Nestle Contadina Case and see how BASES estimated volumes based on trial/repeat etc. In this case parts of the product could be trial (base product) and extra knowledge or features can be set for repeat. So one could know about basic DNA effects in trial, and paying more for Health Hazards could be a repeat business model.

b) Assume that the product is going to be shipped to the consumer from your retail location and will need to be self sufficient for the consumer to know about the product and use it on their own. Design packaging (photos/visuals/writeup etc) that you are likely to send the product in.

c) What channels will you suggest they sell it at? Also explain how you will solve the DOUBLE MARGINALIZATION problem for this product if selling through multiple channels.

ASSIGNMENT 5
Due: April 20, 2016 Individual page limit: 5 Max Points: 20

Branding Assignment TBD
CASE STUDIES

Read each case thoroughly and analyze it well enough to discuss it with others during class. No submissions are required. Here are questions to consider while analyzing the case. (Note: You don’t need to answer these questions, but these are just for you to think about as issues of the case when reading it)

BRAUN AG: Product design and development for a new oral category
HBS: DM1006
Feb 3, 2016

1. What kind of company is Braun? What are its values? How do you characterize its product development process?
2. What is the role of design in the firm? What do you attribute’s the company and product’s success to?
3. What is the problem in the case? What is the company trying to do? What is the crisis?
4. What do you think are the challenges that Valiaho faces? How real is the competitive threat?
5. What are some of the design issues and decision challenges to be made?
6. What should their product strategy be and why?

Zenith: Marketing Research for High Definition Television (HDTV)
HBS: 9-591-025
Feb 15, 2016

1. Think about the process of forecasting adopted by Zenith.
2. What’s your critique of the forecasting technique? Think of the pros and cons of the forecasting method.
3. Your critique of the various alternative proposals for HDTV marketing research techniques.

Nestle Refrigerated Foods: Contadina Pasta and Pizza (A)
HBS: 9-595-035
March 7, 2016

1. In general, how would you compare the pizza opportunity to the pasta opportunity? Why was pasta so successful? Do you recommend launching a pizza product? If so, which one?

2. Use the BASES model in Exhibit 9 (and the attached step-by-step exercise), to forecast the estimated demand (trial & repeat) for the two pizza options under consideration: Pizza & Toppings and Pizza Only. Most of the data needed are in Table D and Exhibit 21.
ROHM & HAAS (A)
HBS: 9-587-055
April 25, 2016

1. What should Joan Macey do? With respect to pricing importantly?
2. What is the appropriate strategy for marketing Kathon MWX?
3. What is the role of formulators in taking the product to customers?
4. What role can the supplier play in developing the market?
5. What factors led to the failure of Kathon MWX? On the other hand, why was Kathon 886 MW successful?
6. How should Joan Macey implement her plan of action?
We will work with two different companies for class projects. The companies/promoters will come to class on Feb 1 and introduce the products, idea or company. If it is an existing company they will provide us with some idea of the different products they have and what challenges they are facing. If it is a new product idea the promoters will provide us with a snapshot of the idea and also tell us about their prosed market and launch date.

The class will be divided into four teams - two teams per company.

**Mini report 1 (Qualitative data collection + Market sizing) – Feb 22**

a) Each team will do depth interviews with at least 5 likely consumers/customers of the product and submit insights on consumer needs that exist for the product
b) They will also report how the current product idea meets or is likely to meet unmet consumer need
c) Do a competitive analysis of the different players in the market and
d) Report the likely market size for the entire market and segment sizes within using secondary data

**Min report 2 – March 21**

a) Prior to the report submission design a concept assessment survey and if relevant a conjoint survey and test it among a convenience sample of atleast 30 to 40 respondents in the two key segments
b) Collect data and analyze it
c) In the report provide some understanding of consumer perceptions of the product and their assessment of the product offering (if it is a new product then you will get a feel for how consumers are likely to accept the new product).

**Final Report – March 2/4**

a) Clear understanding of the market and the different players
b) Forecast volumes and market share estimates for each segment
c) Product positioning and perceptions and consumers based on qualitative and quantitative feedback
d) Recommendations on marketing strategy for product launch including - Channel, advertising, packing and brand strategy
FINAL PRESENTATION
Peer Evaluation Form

Your name: ____________________________________________

For your presentation please allocate 100 points across you’re the various team members in your group indicating their input to the project. So if there are four people in a project the most likely numbers are 25 for each member etc.

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Explain your rationale
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FINAL PROJECT EVALUATION CRITERIA (Note this will be added across all three presentations)

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