PRODUCT AND BRAND STRATEGY MARK 4320-001

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Classroom: COBA 138
Timing: 8 – 8.50 PM Mondays, Wednesdays and Fridays

REQUIRED READINGS

1. https://hbsp.harvard.edu/import/562131
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.

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 2 with 0=no show, 1=show up to class but do not contribute, 2=show up and make contributions to the discussion. On days when there is a case discussion – case participation (that is reading the case, thinking through the issues of the case, and discussing them when asked to in class) will count towards class participation scores. There will unannounced three quizzes during the course. The Quiz will be short and will be about 5 questions long. Performance on the quizzes will also count towards class participation for the class.

Grading Component 2 - Assignments. There will be three 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 – Product Strategy Project. Your group will be need to select a product idea to work on. 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:

A = 90-100%   **B = 80-89.99%**   **C = 70-79.99%**   **D = 60-69.99%**

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. <u>MAXIMUM NUMBER OF EXCUSED ABSENCES FOR JOB INTERVIEWS IS ONE—PLEASE PLAN ACCORDINGLY.</u> 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

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. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:
I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule*

50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When

exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.

Please subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Student Support Services: UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Resources for Students

Academic Help
Academic Plaza Consultation Services library.uta.edu/academic-plaza Ask Us ask.uta.edu/
Library Tutorials library.uta.edu/how-to Subject and Course Research Guides
libguides.uta.edu Subject Librarians library.uta.edu/subject-librarians

Resources
A to Z List of Library Databases libguides.uta.edu/az.php
Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
FabLab fablab.uta.edu/ Special Collections library.uta.edu/special-collections
Study Room Reservations openroom.uta.edu/

CLASS SCHEDULE

Class Date	Class Discussion	Required Readings for Class	Submit
Aug 22	Introduction		
Aug 24/27	New Product Process	Managing the New Product Development Process by Robert J. Dolan, Product # 592011	Students email TA with team preferences if you have any
Aug 29	Work with your team		
Aug 31	Needs to Design 1	Note on Functional Decomposition available on blackboard, FD.pdf	
Sept 3	LABOR DAY HOLIDAY		
Sept 5/7	Needs to design 2	Note on QFD available on blackboard, QFD.pdf	
Sept 10	Laddering Technique + Depth interview	Notes on Blackboard	
Sept 12/14	Bass Model Introduction	Forecasting the Adoption of a New Product by Elie Ofek, Product # 505062-PDF-ENG	
Sept 17	Case Study: Braun	HBS: DMI 006 1. Also read, "Design Thinking by Tim Brown, Product#: R0806E"	
Sept 19	Bass Model Continuation and Regression	Forecasting with Regression Analysis by Arthur Schleifer Jr., Product#: 894007-PDF-ENG	
Sept 21	Case Study: Zenith HDTV	HBS: 591025-PDF_ENG (Note: Bring hard copy of case to class and BE PREPARED	Assignment 1 submit on blackboard
Sept 24	Fruit and Vegetable Derby	Find rules of race on blackboard	Bring vehicles to class
Sept 26/28	Concept Testing	Concept Testing by Robert J. Dolan, Product#: 590063-PDF-ENG	
Oct 1/3	Conjoint Analysis + Exam 1 Review	Conjoint Analysis: A Manager's Guide by Robert J. Dolan , Product#: 590059 –PDF-ENG	Project Teams to submit mid progress report for project on Blackboard
Oct 5	EXAM 1 – During Class hours		
Oct 8/10	Simulated test marketing, test markets	Researching and Monitoring Consumer Markets Robert J. Dolan, Product#: 592088-PDF-ENG	
Oct 12	Case Study: Nestle Contadina	HBS: 595035-PDF-ENG	Teams to submit project questions to TA by this date on Qualtrics
Oct 15/17	Product Launch	1. Note on Marketing Strategy by Robert J. Dolan, Product#: 598061-PDF-ENG	

Oct 19/22	Channel and pricing Issues	1. Notes on Blackboard 2. Pricing: A Value-Based Approach by Robert J. Dolan, Product#: 500071-PDF-ENG	Assignment 2 Submit on Black board
Oct 24/26	Managing products communications	Integrated Marketing Communications, Product#: 599087-PDF-ENG	
Oct 29/31	Identifying and Building Brands	Materials available on Blackboard	
Nov 2/5	Brand Equity	Materials available on Blackboard	
Nov 7/9	Creative Exercise: Necklace making in class.		
Nov 12/14	Product Management Mistakes	New Product Commercialization: Common Mistakes by V. Kasturi Rangan , Kevin Bartus, Product#: 594127-PDF-ENG	Assignment 3 submit on blackboard
Nov 16	Other topics: Product promotions	Materials available on Blackboard	
Nov 19	Other topics: Product Line management	Product Policy Decisions by Robert J. Dolan, Product # 501049-PDF-ENG	
Nov 26	Case Study: Rohm & Haas (A) + Exam Review	HBS: 587055-PDF-ENG	
Nov 28	Exam 2 during class hours		
Nov 30/Dec 3	Presentation Day		

FRUIT AND VEGETABLE DERBY

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
<u>**Objective:**</u>
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.

<u>**KF 500 VEHICLE ENTRY:**</u>
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

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.
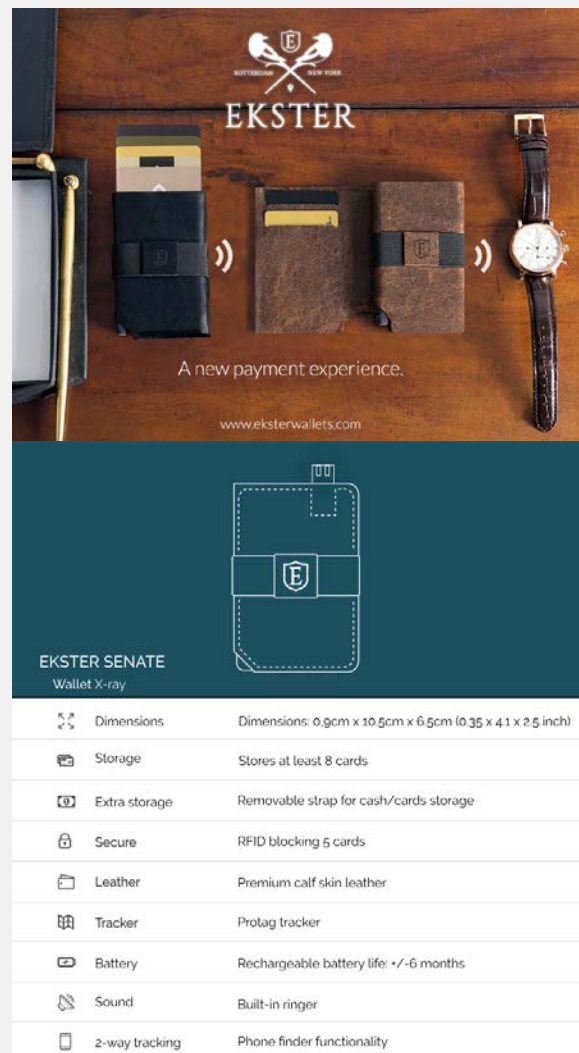
ASSIGNMENTS

ASSIGNMENT 1

Individual page limit: 5   Max Points: 20

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!"

	Dimensions	Dimensions: 0.9cm x 10.5cm x 6.5cm (0.35 x 4.1 x 2.5 inch)
	Storage	Stores at least 8 cards
	Extra storage	Removable strap for cash/cards storage
	Secure	RFID blocking 5 cards
	Leather	Premium calf skin leather
	Tracker	Protag tracker
	Battery	Rechargeable battery life: +/-6 months
	Sound	Built-in ringer
	2-way tracking	Phone finder functionality

Learn more about the product by going to
https://www.kickstarter.com/projects/eksterwallets/ekster-wallets-a-new-payment-experience?ref=category_popular

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.   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.

3.   Draw a House of Quality for the iPad. Complete the house of quality to the degree possible ignoring the more technical attributes/information.

4.   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.

ASSIGNMENT 2
Individual page limit: 5   Max Points: 20

1.   Pick any new product idea you may have and write a brief concept for the new product idea you have.

   a. How would you determine feedback for this concept?
   b. How would you concept test this product idea?
   c. How would you run a conjoint for this product idea. State clearly the attributes and levels for a possible conjoint design for the product concept.

2.   For the Ekster wallet product in Assignment 1:

   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 3
Individual page limit: 5   Max Points: 20

Personal Brand Image-Identity Gap Analysis & Personal Brand Positioning Statement

To manage any brand effectively, you must constantly be in touch with what you think about your brand and what your consumers think about your brand. It helps to have some language to pull these constructs apart: **Brand identity** is defined as the set of (aspirational) associations the company has of its brand; **Brand image** is defined as the set of (actual) associations consumers have with the brand. Understanding how the brand is perceived internally and externally is critical to build and manage a strong brand.

This concept is equally useful in assessing and managing your personal brand. To conduct an imagine-identity gap analysis for your personal brand, do the following:

1. Assess your identity (i.e., how you see yourself), by writing down:
   a. What are the first 5 words that you associate with yourself?
   b. What are 3 (positive) things you are not? For example, what are three areas of incompetence?
2. Assess your personal image (i.e., how others see you), by asking 10 people—family, friends, and classmates/colleagues:
   a. What are the first 5 words that come to mind when they think of you?
   b. What are 3 (positive) things you are not?
3. Visually capture your personal image by creating a word cloud, using a website like www.wordle.net. Just include the things you ARE that were generated by the people you asked.
4. Analyze your findings.
   a. Are there any discrepancies between your identity and image?
   b. Would it (ever) be important to address those gaps? If yes, what steps can you take to close them?
   c. With respect to a certain group (e.g., Wharton students, all students or young professionals, your family, your gender), what are your points of parity? What are your points of differentiation? That is, with the insight you gained from assessing your identity and image, how should you position yourself from a personal brand perspective?
5. Pulling from your analysis in the previous question, draft a positioning statement for yourself. The statement should capture your UNIQUE brand essence. It should also be appealing to your target audience. You choose your target audience: who are you trying to influence and impress? Keep in mind that to be compelling, you must be concrete in the support you provide.

   The template below identifies each component that should be included either explicitly or implicitly in your positioning statement.

Positioning Statement Template:

_____Your name _____(product/brand)
is _____(unique and most important claim)
among all _____(competitive set)
for _____(target audience)
because _____(concrete support).

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: DMI006

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

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

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

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?

REAL LIFE PROJECT

Each team will pick one product idea to work on – select an idea from the multiple available on the innovative products on pin-interest

https://www.pinterest.com/explore/innovative-products/

Mid Progress report 1 (Qualitative data collection + Market sizing)

a) Each team will do depth interviews with at least 5 potential consumers for 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) You will also do a brief competitive analysis of the different players in the market and
d) You will also do a mini market size for the entire market and segment sizes within using primary or secondary data

Final Report

1. Clear understanding of the market and the different players
2. Forecast volumes and market share estimates for each segment
3. Product positioning and perceptions and consumers based on qualitative and quantitative feedback
4. 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.

Name	Points
1.	
2.	
3.	
4.	
5.	
6	

Explain your rationale

_____

FINAL PROJECT EVALUATION CRITERIA

TEAM: _____		
	TEAM score	Total Possible
EXPERTISE/KNOWLEDGE		40
CLARITY and ORGANIZATION		30
PROFESSIONALISM		20
OVERALL TEAM STAGE PRESENCE		10
		100