

### COURSE INFORMATION

Course title:	Technology Product Management		
Course code:	BAMA580C	Credits:	1.5
Session, term, period:	2020W Term 2, Period 3	Class location:	Zoom
Section(s):	001	Class times:	Monday/Wednesday 2-4pm
Course duration:	April 26-June 4, 2021	Pre-requisites:	n/a
Division:	Marketing & Behavioural Science	Co-requisites:	n/a
Program:	MBA		

### INSTRUCTOR INFORMATION

Instructor:	Dr. Tim Silk	Office location:	Henry Angus 569 (or Zoom)
Phone:	604.822.8362	Office hours:	TBD
Email:	<a href="mailto:tim.silk@sauder.ubc.ca">tim.silk@sauder.ubc.ca</a>		
Instructor:	DJ Miller B.ID/MBA	Office location:	Henry Angus 562 (or Zoom)
Phone:	604.827.3835	Office hours:	TBD
Email:	<a href="mailto:djmiller@sauder.ubc.ca">djmiller@sauder.ubc.ca</a>		

### COURSE DESCRIPTION

This course provides an introduction to product management with an emphasis on its role within technology-driven enterprises. The approach provides a comprehensive look into the elements and skills necessary to support successful product management process execution; from vision and product strategy, to specification, execution, launch, and growth. Key aspects of product strategy, and product lifecycle management are discussed, as well as the associated responsibilities of the product manager. This course is intended for students seeking a product manager position in developing or established enterprises. The course also augments other classes that students may be (should be) taking in strategy, marketing, product development, and entrepreneurship.

### COURSE FORMAT

Classes consist of concept classes, case classes, guest panels and flipped classroom. Concept classes involve class discussion of the assigned articles as well as concepts and best practices used in industry. The purpose is to understand how the concepts can be used to analyze real-world problems and the issues managers face when applying the concepts.

- Case classes involve class discussion of your analysis and decision. Cases are used to learn how to analyze real- world information and make decisions as a manager. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided, make a decision, and debate whether your decision is the best course of action. We will occasionally present alternative approaches to solving the problem, but the analysis and decision are your responsibility.
- Guest Panels host industry experts and practitioners. You must come to class having researched the guest panel and prepared to ask questions to support your understanding of product management roles and your potential future therein.
- Flipped classroom format will involve with group exercises and informal feedback sessions. This requires that you come to classes prepared having completed all pre-class preparation content.

## LEARNING OBJECTIVES

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

1. ...convey the role and how to operate as a product manager within various types of legacy and modern organizations where technology is either the focus or key enabler for the business
2. ...rationalize product plans against business goals
3. ...execute plans using tools and techniques to synthesize the data inputs of market, customer and competitor as well as internal stakeholders such as executives, engineering (development), and sales/marketing teams in order to create prioritized plans backed by objective evidence
4. ... build a data driven product case & business model
5. ...define Key Performance Indicators (KPI) and techniques for measuring product status over time
6. ...define high-level steps in coordination of a team (with or without autonomy) on an iterative path toward a successful solution

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
On-line Class Pre-preparation assessment	10%
Class Contribution	20%
Product Management Assignment 1	35%
Product Management Assignment 2	35%
Total	<u>100%</u>

### Details of Assessments

#### **Online Class Pre-preparation assessment (10%):**

These online pre-assessments are short quizzes (worth 1% each) that students complete on Canvas before the start of class to ensure that everyone has read the assigned case/article for that day. This will ensure that everyone is prepared for class so that class time can be dedicated to higher-level discussion. Pre-assessments must be completed before the start of class or receive a grade of zero.

#### **Class Contribution (20%):**

Students are evaluated on attendance and participation in every class. Your participation grade is based entirely on the extent to which your contribution to class discussion impacts the learning of others. It is about your impact on the learning of others rather than the frequency of your participation. Asking an intriguing question or presenting your analysis is more impactful than simply answering a question. Respecting your classmates is paramount and I value quality over quantity.

#### Grading Scale for Class Contribution

- 0 - Absent or late for class
- 5 - Present but does not participate
- 6 - Participates with basic information such as case facts
- 7 - Offers an opinion or asks/answers a basic question
- 8 - Engages in a meaningful discussion with other members of the class
- 9 - Shares an analysis using data or evidence from the case or reading
- 10 - Provides insight or asks a question that is instrumental in advancing understanding

#### **Product Management Assignment 1 (35%):**

This is an individual assignment. You will be provided a product management scenario which will require in depth analysis of the current internal and external situation and consideration of all stakeholders. Based on this analysis, students will produce a recommended course of action, a market requirements document, a product requirements document and an updated value proposition

statement for the proposed product recommendation. The case submission is an individual assignment, and you may not consult with your classmates or any other individuals. Anyone violating this rule will receive a grade of zero. You will be graded on the depth of your analysis, the efficacy of your recommendations and your effectiveness in communicating these in the deliverables noted above. The detailed rubric will be included in the assignment.

**Product Management Assignment 2: Team Case Submission (35%):**

This case submission is a comprehensive case that requires you to apply the concepts covered throughout the course. The case and questions will be posted on Canvas. The take-home format is open book so that you have ample time to apply the course concepts and conduct your analysis. The case submission is a team assignment but teams may not consult with other teams or any other individuals. Anyone violating this rule will receive a grade of zero.

Each team will deliver a 20-minute presentation in the exam week in which the team presents its case findings and recommendations. The presentation will be followed by a 10-minute Q&A period. The format of your presentation is up to you and your team members, but it should be professional and involve each member of your team. Presentations will be evaluated using the Presentation Evaluation Sheet at the end of this course outline. Your team should review the evaluation criteria listed on the Presentation Evaluation Sheet when developing your presentation.

**Peer Evaluation**

The peer evaluation form at the end of this course outline will be used to assess the contribution of each team member to the team project. We will take the average peer assessment score for each student and multiply it by the team's grade to arrive at the student's grade for the project. For example, if a team receives a grade of 80% (an A-) and a student receives an average peer evaluation score of 75% from their other team members, that student's individual grade on the project will be  $75\% \times 80\% = 60\%$  (a C instead of an A-).

The peer evaluation reacts to consensus (being down-graded by only one team member will be disregarded). Team members that work in good faith and manage expectations will not experience grade adjustments, while individuals that perform below expectations or fail to pull their weight will experience a negative grade adjustment. I reserve the right to adjust peer evaluations to ensure fairness. My advice is to be proactive and make your expectations of one another clear from the start.

**LEARNING MATERIALS**

All articles, cases and class notes are posted on the course page in Canvas or included in the library reserves (no text book to purchase). Canvas will also be used for announcements, the submission of assignments and posting of grades / comments.

**COURSE-SPECIFIC POLICIES AND RESOURCES**

*Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

*Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### *Grading Policies*

- The course is graded according to the policies for graduate programs at UBC: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,42,96,0>
- This course is designed to balance team and individual work: approx. 35-40% of your course grade will come from work you do not produce independently. Although undergraduate degrees and early work experiences often focus on individual achievement, business is not an individual pursuit; even individually owned and/or operated businesses depend on relationships.
- This course will be marked according to the RHL Graduate School grading guidelines for MBA courses. The expected class mean is a B+/A- with the final course average falling in the range of 76-84%. Per UBC policy, the instructor, faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department or school norms.

### **POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL**

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

#### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### **UNIVERSITY POLICIES AND RESOURCES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours. For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

### *Technology Recommendations*

UBC is using various tools to maintain academic integrity. Minimum system requirements to take online courses and exams, and further technology recommendations are available at <https://keeplearning.ubc.ca/setting-up/#technical>.

(continued next page)

**COURSE SCHEDULE**

(Subject to change with class consultation)

	<b>Subject</b> <i>(All classes are Synchronous)</i>	<b>Assignments</b>
<b>Class 1</b> <i>April 26</i>	A Day in the Life: Product Management Job Scope  Course Introduction and Overview	Zoom Survey  <b>Due:</b> Pre-class preparation assignment 01 <i>(refer to class briefing and library reserve readings)</i>
<b>Class 2</b> <i>April 28</i>	Product Vision  Product Portfolio / Lifecycle Management	<b>Due:</b> Pre-class preparation assignment 02 <i>(refer to class briefing and library reserve readings)</i>
<b>Class 3</b> <i>May 3</i>	Analysis -p.1 (external)	<b>Due:</b> Pre-class preparation assignment 03 <i>(refer to class briefing and library reserve readings)</i>  <b>Assigned:</b> Product Management Assignment 1 <i>(Market/Product Requirements Document and Refined Value Proposition based on learnings)</i>
<b>Class 4</b> <i>May 5</i>	Analysis -p.2 (internal)  Balancing Requirements	<b>Due:</b> Pre-class preparation assignment 04 <i>(refer to class briefing and library reserve readings)</i>
<b>Class 5</b> <i>May 10</i>	Value Proposition	<b>Due:</b> Pre-class preparation assignment 05 <i>(refer to class briefing and library reserve readings)</i>
<b>Class 6</b> <i>May 12</i>	Money Matters: - Business models - Pricing Strategy - Customer Lifetime Value	<b>Due:</b> Pre-class preparation assignment 06 <i>(refer to class briefing and library reserve readings)</i>
<b>Class 7</b> <i>May 17</i>	Pricing Case: <i>In-class exercise</i>	<b>Due:</b> Product Management Assignment 1  <b>Due:</b> Pre-class preparation assignment 07 <i>(refer to class briefing and library reserve readings)</i>
<b>Class 8</b> <i>May 19</i>	Channels	<b>Due:</b> Pre-class preparation assignment 08 <i>(refer to class briefing and library reserve readings)</i>
<b>May 24</b>	<b>No Class: Civic holiday (Victoria Day)</b>	
<b>Class 9</b> <i>May 26</i>	Supporting Marketing and Sales Strategy	<b>Due:</b> Pre-class preparation assignment 09 <i>(refer to class briefing and library reserve readings)</i>  <b>Assigned:</b> Product Management Assignment 2:
<b>Class 10</b> <i>May 28</i> <i>(in lieu of May 24)</i>	Guest Panel: Product Management Panel	<b>Due:</b> Pre-class preparation assignment 10 <i>(refer to class briefing and guest profile analysis)</i>
<b>Exam Period</b> <i>(TBD: June 7-11)</i>	Case Presentation	<b>Due:</b> Case Analysis and Presentation

PRODUCT MANAGEMENT ASSIGNMENT 2 - RUBRIC

**Evaluation Form**  
**Product Management Case Presentation**

(Teaching team will evaluate each team using the criteria below)

Team Members: \_\_\_\_\_

<u>Evaluation Criteria:</u>	<u>Score</u>									
Application of course concepts:	1	2	3	4	5	6	7	8	9	10
Depth of Analysis:	1	2	3	4	5	6	7	8	9	10
Likelihood of Adoption:	1	2	3	4	5	6	7	8	9	10
Responses to questions:	1	2	3	4	5	6	7	8	9	10
Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10

Presentation Grade: \_\_\_\_\_

Strengths:

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Areas for Improvement:

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