

### COURSE INFORMATION

Course title:	Technology Product Management	Credits:	1.5
Course code:	BAMA 580C	Class location:	HA133
Session, term, period:	2021W2, Period 3	Class times:	M/W 2:00-4:00 pm
Section(s):	001	Pre-requisites:	N/A
Course duration:	January 4-February 10, 2022	Co-requisites:	N/A
Division:	Marketing & Behavioural Science		
Program:	FTMBA		

### INSTRUCTOR INFORMATION

Instructor:	DJ Miller B.ID/MBA	Office location:	Henry Angus 562
Phone:	778.991.6602 (Cell)		
Email:	<a href="mailto:djmiller@sauder.ubc.ca">djmiller@sauder.ubc.ca</a>		

Office Hours with DJ (please read):

- Office Hours (by appointment)
  - Mondays: 1:00-1:45pm (13h00-13h45) PT
  - Thursdays 12:30-2:00pm (12h30-13h45) PT
- To make an appointment, visit: <https://calendly.com/djmiller/dj-miller-office-hours>

*If you are unable to attend any of these times, DJ will try to accommodate you by appointment*

### COURSE DESCRIPTION

This course is designed to give you hands-on experience with concepts, frameworks and best practices that leading managers and entrepreneurs use to make product strategy decisions. The concepts taught in this course are focused specifically on understanding the dynamics and uncertainties of fast-paced technology markets. The course will address the various decisions that product managers are responsible for - from product strategy, to product specification, to the ongoing management of the product portfolio through the various stages of the product life cycle.

Key aspects of product strategy and product lifecycle management are discussed, as well as the associated responsibilities of the product manager. The course is intended for students seeking a product manager position in developing or established enterprises. The course also augments other courses that students may take in strategy, marketing, product development, and entrepreneurship. In summary, the course is focused on developing your analytical and critical thinking skills and developing your ability as a manager and decision maker.

### COURSE FORMAT

Classes consist of concept classes, case classes, and guest panels. 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. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided in the case, and present evidenced-based arguments in class to determine the best course of action.

The guest panel at the end of the course will host managers and experts from industry. 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 in the industry.

## LEARNING OBJECTIVES

After completing the course, students will be able to:

1. Understand the roles and responsibilities of the product manager.
2. Understand the roles and responsibilities of internal and external stakeholders that influence product strategy decisions (senior management, engineering, R&D, marketing, sales, channels).
3. Analyze product portfolios to make effective resource allocation decisions over the course of the product life cycle.
4. Analyze market data from customers, competitors and other internal and external stakeholders to identify and define market requirements and product specifications.
5. Identify key performance indicators and methods for measuring product performance throughout the product life cycle.
6. Analyze revenue streams and measure customer lifetime value.
7. Develop and execute action plans that coordinate the activities of internal and external stakeholders (interacting with senior management, engineering, R&D, marketing, sales, channels).
8. Develop product strategies that achieve objectives related to market penetration, revenue growth and profitability.

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Online Pre-Assessments (individual)	10%
Class Participation (individual)	20%
Product Requirements Assignment (teams)	30%
Team Case Presentation (teams)	40%
<b>Total</b>	<b><u>100%</u></b>

### Details of Assessments

#### Online Pre-Assessments (10%):

Online pre-assessments are short quizzes that students complete on Canvas before the start of each class to ensure that everyone has read the assigned case or 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 class or will receive a grade of zero.

#### Class Participation (20%):

Students are evaluated on 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 we value quality over quantity.

Attendance is REQUIRED, but not the sole grading criteria. To earn these marks, students must actively participate in class by:

- thoughtfully asking or answering questions about concepts from lectures or readings,
- drawing connections between concepts,
- sharing their experiences or points of view with the class,
- building on (but not merely repeating) points raised by others.

Don't be afraid to express opinions; often in product management discussions, multiple answers can be appropriate, if they are well-justified! Making sure your name is visible (Name cards will be provided in class 1) will help students to get credit for their contributions; (no name, no credit.). Contact outside the class room may also be considered.

For attendance, late arrivals will only get half credit in class. Students who arrive more than 20 minutes late or who stay for less than 60 minutes of the lecture will be considered absent. .

Grading Scale for Class Participation:

- 0 – Absent or late to 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 Requirements Assignment (30%):**

Teams will be given a product management scenario for an established technology company that will require in-depth analysis of the current internal and external situation and consideration of all stakeholders. Based on your team's analysis, your team will submit 3 deliverables:

- 1) Research Plan (due before the start of Class 5)
- 2) Market Requirements Document (due before the start of Class 7)
- 3) Product Requirements Document (due before the start of Class 9)

Teams may not consult with other teams or any other individuals. Anyone violating this rule will receive a grade of zero. Teams will be graded based on the depth of your analysis, the efficacy of your recommendations, and your effectiveness in communicating the deliverables. A detailed rubric will be provided with the assignment.

**Team Case Presentation (40%):**

Teams will be given a comprehensive case that requires you to apply the concepts covered throughout the course. Teams may not consult with other teams or any other individuals. Anyone violating this rule will receive a grade of zero. Each team will record a 20-minute presentation during the exam week in which the team presents its case analysis and recommendations. 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 Form 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 for all team deliverables. Each student will be evaluated anonymously by their team members on the criteria shown on the form. Peer assessments will result in downward grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member. The final question of the peer evaluation asks: all things considered, what percentage of the team's grade does the individual deserve? We will take the average peer score for each student and multiply it by the team's grade to arrive at the student's grade. For example, if a team receives a grade of 80% (an A-) and a member of the team receives an average peer score of 75% from their team members, that team member's individual grade will be  $75\% \times 80\% = 60\%$  (a "C" rather than an "A-").

## LEARNING MATERIALS

All articles, cases and class notes are posted on the course page in Canvas (no text book to purchase).

**Canvas:** The UBC Canvas Course Website will be used in our class as follows:

- Syllabus
- Announcements
- All pre-class preparation
- Assignment details and submission
- Class slides
- Grade Information
- Library Reserves
- Any other course related information

## 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. [This is standard for RHL courses.]

### **Re-Assessment**

In your reviewing your grade, if you feel that something was overlooked, you may, *within one week of the grade being released*, submit a professionally worded email in which you request that your Professor re-evaluate the assignment. Explain fully and carefully why you think the assignment should be re-graded. Any requests for a re-evaluation of your work must follow the above process. Note: A grade review may see your mark adjusted either, up or down.

### *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](#). 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](#).

### *Other Course Policies and Resources*

BAMA 580C is a lively, practical course with a constant workload. To succeed, you will be required to actively participate. Successful completion of this course requires a commitment to self-improvement and a positive attitude. You must:

- Attend all classes;
- Actively participate in all class activities in a meaningful and sustained way;
- Research widely so that your works contain factual content that is presented in an ethical manner;
- Manage your time well so that no deadlines are missed;
- Be attentive listeners when others are presenting;
- Receive and give constructive, thoughtful feedback on your peers' work;
- Ask questions about things you don't understand or are struggling to master;
- Push yourself beyond your comfort zone;
- Catch up on anything you miss.

**Joining the Course During Add/Drop:** Students will not be penalized for late assignments missed because of joining the class late. That said, students are required to make up the works within a week of joining the course. Please coordinate with the teaching team for details.

**Class Preparation:** All course announcements will be posted to Canvas. This includes guidance on how to prepare for each class, lecture slides, exam preparation materials, marketing plan project resources, and additional resources for BAMA 580C. It is each student's responsibility to understand what is required and to complete necessary readings, pre-tests, and other preparation that is directed.

**Respectfulness in the classroom:** Students are expected to be respectful of their colleagues at all times, including faculty, staff and peers. This means being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC community members equally and understanding diversity. Students who act disrespectfully toward others will be asked to leave the class and be marked as absent for the day. They may also be removed from a team, lose credit for in-class assessments and activities, or be asked to complete a group assignment individually.

### 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. 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.
- Individual grades on team assignments may be subject to adjustment based on team evaluations. The iPeer process is designed to highlight outliers, and not used to balance grades for all members. Reductions can be significant if an individual has contributed little to the team; generally, where team members are reliable and contribute, no adjustments are made. *Failure to complete the team evaluation will incur a 10% deduction on all team assignments.*
- This course will be marked according to the RHL Graduate School grading guidelines for MM 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.

**Professionalism:** Because of high coordination cost of many of the in-class activities, all students are asked to act professionally by informing the professors as early as possible about absence, with or without concession.

### 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.

#### COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

#### *COVID-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc., please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:  
<https://students.ubc.ca/campus-life/returning-to-campus>

#### *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*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

#### *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.

### 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.



**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	CLASS TOPICS	READINGS	WHAT'S DUE
1. Wed Jan 5	Role of the Product Manager	Refer to canvas for readings	Pre-assessment 1A & 1B on Canvas. Be prepared to discuss reading
2. Fri Jan 7	Managing the Product Portfolio & The Product Life Cycle	<i>Product Policy</i> <i>Exploit The Product Life Cycle</i>	Pre-assessment #2 on Canvas. Be prepared to discuss reading
3. Mon Jan 10	Disruptive Innovation	<i>Big Bang Disruption</i> <i>Portfolio Planning for Product Development</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Wed Jan 12	External & Internal Analysis	Refer to canvas for readings	Pre-assessment #4 on Canvas. Be prepared to discuss reading
Product Requirements Assignment Part 1: Research Plan – due by start of Class 5			
5. Mon Jan 17	Value Propositions in Technical Markets	<i>Know Your Customer's Jobs To Be Done</i> <i>Value Proposition Canvas</i>	Research Plan due by start of class. Pre-assessment #5 on Canvas. Be prepared to discuss reading
6. Wed Jan 19	Revenue Streams & Customer Lifetime Value	<i>Customer Lifetime Value Analysis</i>	Pre-assessment #6 on Canvas. Be prepared to discuss reading
Product Requirements Assignment Part 2: Market Requirements Document – due by start of Class 7			
7. Mon Jan 24	Customer Lifetime Value Case	Prepare case: <i>Othellonia Mobile Gaming</i>	Pre-assessment #7 on Canvas. Be prepared to discuss case analysis
8. Wed Jan 26	Managing Channel Relationships	Refer to canvas for readings	Pre-assessment #8 on Canvas. Be prepared to discuss reading
Product Requirements Assignment Part 3: Product Requirements Document – due by start of Class 9			
9. Mon Jan 31	Sales Strategy	Refer to canvas for readings	Pre-assessment #9 on Canvas. Be prepared to discuss reading
10. Wed Feb 2	Industry Guest Panel	Refer to canvas for readings	Pre-assessment #10 on Canvas. Be prepared to discuss reading
Exam Week	Team Presentations	Team Presentations: Due date TBA IPEER due	



## Presentation Evaluation Form

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

Evaluation Criteria:	Score									
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
Support for recommendations:	1	2	3	4	5	6	7	8	9	10
Creativity:	1	2	3	4	5	6	7	8	9	10
Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10

Total Score: \_\_\_\_\_

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

Strengths:

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Areas for Improvement:

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## Peer Evaluation Form

The online peer evaluation below will be used for all team deliverables. Each student will be evaluated anonymously by their team members on the criteria below. Peer assessments will result in downward grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member.

**1. Attendance at team meetings** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**2. Quality of communication and contribution to team meetings** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**3. Cooperation** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**4. Work Ethic** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**5. Overall contribution to team deliverable** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**6. List three things that this person has done / is doing that helps the team perform at its best.** \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

**7. List three things that this person could start doing that would help the team perform at its best.** \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

**8. List three things that this person could stop doing that would help the team perform at its best.** \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

**9. All things considered, what percentage of the team's grade does the individual deserve?** \*

If the person was a good team member and there were no issues, they should get 100. If you give them 50, they will get %50 of the team's score. Enter a number from 0 to 100.