

COURSE INFORMATION

Course title:	Technology Product Management		
Course code:	BAMA 580C	Credits:	1.5
Session, term, period:	2023W2, Period 3	Class location:	HA 132
Section(s):	001	Class times:	M/W 10:00am-12:00 pm
Course duration:	January 8-February 7, 2024	Pre-requisites:	N/A
Division:	Marketing & Behavioural Science	Co-requisites:	N/A
Program:	FTMBA		

INSTRUCTOR INFORMATION

Instructor:	Tim Silk		
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Email:	tim.silk@sauder.ubc.ca	Office Hours:	T/T 12:00-1:00 or by apt

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.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This course is committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

<p>Goal 3: Good Health and Well-being</p> 	<p><i>Ensure healthy lives and promote well-being for all at all ages</i></p> <p>Global Examples: disease prevention and response, addiction prevention and treatment, healthcare access, reproductive health, medication, mental health, aging, physical activity, quality of life, public health, workplace health and safety, health equity, pandemic response consumer, well-being, employee well-being, negative effects of advertising/consumption, health care optimization</p>
<p>Goal 5: Gender Equality</p> 	<p><i>Achieve gender equality and empower all women and girls</i></p> <p>Global Examples: women’s rights and safety, violence against women, unpaid/domestic work recognition and support, women leadership and ownership, gender pay gap, non-binary gender rights, gender equity, women in entrepreneurship, LGBTQIA+ issues, employment and pay equity, diverse leadership, reproductive health, gender pay gap, gender disparities in promotions</p>
<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p><i>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i></p> <p>Global Examples: resilient infrastructure, inclusive and sustainable industrialization, innovation, access to transportation, micro-finance, access to credit, small-scale industry support, research and technology, entrepreneurship, access to technology, social enterprise</p>
<p>Goal 10: Reduce Inequality</p> 	<p><i>Reduce inequality within and among countries</i></p> <p>Global Examples: income equality, income support, inclusive employment policies, anti-racism, anti-discrimination, Indigenous reconciliation, disability, religion, race, equity, diversity and inclusion, wealth inequality, bias in AI, price discrimination, discrimination in segmentation, Indigenous inclusion, Indigenous participation</p>

<p>Goal 12: Responsible Consumption and Production</p> 	<p><i>Ensure sustainable consumption and production patterns</i></p> <p>Global Examples: sustainable and equitable sourcing and production, sustainable procurement, sustainable distribution, food waste, life cycle analysis, recycling and reuse, ecological footprint, corporate social responsibility, fair trade, circular economy, consumer well-being, responsible sourcing, low emission supply chain design, responsible/ethical supply chain</p>
<p>Goal 13: Climate Action</p> 	<p><i>Take urgent action to combat climate change and its impacts</i></p> <p>Global Examples: natural disaster response, climate change mitigation, climate change adaptation, climate justice, climate policy, resilience, environmental externalities, low emission supply chain design, Environmental Disclosure, ESG accounting and reporting, Cap and Trade, Carbon Markets, Carbon Pricing;</p>

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%
Total	<u>100%</u>

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 give a 20-minute presentation in person 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 Form 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).

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. Any pre-assessments missed by students who add the course during the specified add/drop period will be excluded from the students' grade (i.e., pre-assessments missed before adding the course will not count against your grade).

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](#).

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

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.

Use of Artificial Intelligence

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references.

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^wməθk^wəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

Class	CLASS TOPICS	READINGS	WHAT'S DUE
1. Mon Jan 8	Role of the Product Manager, Frameworks for Strategy Formulation	<i>Role of the Product Manager (series of short articles on Canvas)</i> <i>What is Strategy?</i>	Pre-assessment #1 on Canvas. Be prepared to discuss reading
2. Wed Jan 10	Frameworks for Strategy Formulation	<i>10 Must Reads on Strategy</i> <i>Business Model Canvas</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading
3. Mon Jan 15	Managing the Product Portfolio & The Product Life Cycle	<i>Product Policy</i> <i>Exploit The Product Life Cycle</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Wed Jan 17	Value Propositions in Technical Markets	<i>Know Your Customer's Jobs To Be Done</i> <i>Customer Value Propositions in Business Markets</i> <i>Value Proposition Canvas</i>	Research Plan due by start of class. Pre-assessment #4 on Canvas. Be prepared to discuss reading
Product Management Assignment Part 1: Internal Data (Due class 5)			
5. Mon Jan 22	External & Internal Analysis	Refer to canvas for readings	Pre-assessment #5 on Canvas. Be prepared to discuss reading
6. Wed Jan 24	Disruptive Innovation	<i>Big Bang Disruption</i> <i>Portfolio Planning for Product Development</i>	Pre-assessment #6 on Canvas. Be prepared to discuss reading
Product Management Assignment Part 2: External Data (Due class 7)			
7. Mon Jan 29	Revenue Streams & Customer Lifetime Value	<i>Customer Lifetime Value Analysis</i>	Pre-assessment #7 on Canvas. Be prepared to discuss reading
8. Wed Jan 31	Customer Lifetime Value Case	Prepare case: <i>Othellonia Mobile Gaming</i>	Pre-assessment #8 on Canvas. Be prepared to discuss case analysis
Product Management Assignment Part 3: Competitive Analysis & Positioning (Due class 9)			
9. Mon Feb 5	Managing Internal & External Relationships	Refer to canvas for readings	Pre-assessment #9 on Canvas. Be prepared to discuss reading
10. Wed Feb 7	Industry Guest Panel	Refer to canvas for backgrounds of panelists	Pre-assessment #10 on Canvas. Be prepared to discuss reading
Exam Week	Team Presentations	Team Presentations: Presentation dates TBA iPeer due after your team presents	

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.