MKTG 4250--Product Strategy
Fall 2010

Section 001: Tues/Thurs 12:30-1:45 p.m.
Section 002: Tues/Thurs 2:00-3:15 p.m.

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Course description
Some people think of "marketing" primarily as what happens after products are created, as promotions and advertisements that prompt people to buy things. In MKTG 4250, we go in depth into another important area of marketing—the process of creating new products. In this course, you will learn about the steps companies take in new product development (NPD), the roles marketing professionals play in those steps, and the best practices in innovation for different product categories. Like the new product development process itself, this course will provide you with opportunities to showcase your creative talents in conjunction with your logical and analytical skills.

The approach to new product development covered in this course has five phases: strategy formation, concept generation, concept evaluation, development, and launch. The phases will be covered in that order, through readings, lecture, and discussion of cases. In addition, you will work in teams to carry out the steps of this process in a term-long project. By the end of the course, you should be able to articulate an innovation strategy, generate creative new product ideas, use systematic techniques to identify the most promising ones, develop the ideas by fleshing out the details of the product concepts, and help plan for a product launch.

Texts
The required text is a custom book available from the CU bookstore. This book is specially designed for this course. I used this book in the Fall 2008 and 2009 semesters, so it may be available used from the bookstore or possibly online. The custom book has chapters from two sources:

- *New Products Management*, Merle Crawford and Anthony Di Benedetto (2008), 9th Edition, McGraw-Hill Irwin.
- *Product Design and Development,* Karl T. Ulrich and Steven D. Eppinger (2008), 4th edition, McGraw-Hill Irwin.

The supplemental text is *Innovation Tournaments: Creating and Selecting Exceptional Opportunities*, Christian Terwiesch and Karl T. Ulrich (2009), Harvard Business Press. You can download the required chapters from CULearn. I did not order this book through the bookstore; it is available for purchase online if you want to own the hard copy.

Additional readings will be handed out in class or posted on CULearn.

Prerequisites
You must have completed MKTG 3250 (Buyer Behavior) and MKTG 3350 (Market Research) prior to taking MKTG 4250. The Marketing Division's stance on prerequisites is strict. If the Marketing Division chair sees a student in this course who has not completed the prerequisites, he will drop that student from the course without prior notice.

Course objectives
By the end of the course, you should…

1. Know the phases of a new product development process, be able to make an argument about why such a process is important, understand what can cause deviations from this process, and anticipate the activities in each stage for different industries.
2. Write a useful innovation charter, i.e., a document that lays out the scope of innovative activity for a new product development team in a way that is responsive to both a company's capabilities and unmet customer needs.
3. Use a variety of techniques to generate creative new product concepts consistent with an innovation charter. Be familiar with a variety of online innovation platforms and understand their strengths and limitations for idea generation.
4. Know the key questions to ask in evaluating a product concept and how to answer those questions.
5. Perform the following tasks in product development: identify product design issues and suggest promising solutions, perform patent searches to avoid infringement, and make an argument about what type, if any, of product testing is appropriate for a product concept.
6. Help plan for a product launch, including persuasively arguing for a market testing strategy, recommending pricing strategy, identifying distribution channels, generating buzz, and generating and evaluating product names.

Honor Code
I take the Honor Code (see http://www.colorado.edu/academics/honorcode) very seriously. To help my students avoid Honor Code violations, I do the following:

- I write new tests each year.
- I reserve the right to give different test questions to different sections.
- I ask students to write their tests by hand.
- I have student groups present their work during the semester so I can see the original thought that goes into their projects.

Here are some of the ways the Honor Code directly applies to this course:

- Unless otherwise stated, assignments are to be completed individually.
- Please do not speak about a test to anyone after you have taken it until all students in all sections have taken it.
- You may study with classmates for tests, but answers must be in your own words.
- Data used in projects must be authentic. For primary sources (e.g., surveys and interviews), please keep the respondents' forms and/or interview notes. For secondary sources (e.g., databases, books, articles, websites), please carefully document the source of the data.
- If you are not sure how the Honor Code applies to something in this course, it is your responsibility to ask me.

No electronics in class
Please do not use your computers, phones, or other portable electronic devices during class. I understand that computers can be useful for note taking, but I have found the use of electronics in class to detract from

the classroom environment. I post the slides before most classes, and I encourage you to bring print-outs to class to take notes.

Course assignments and grading

Three types of activities in this course contribute to the final grade; they are explained below. Final grades in the course are assigned considering both relative and absolute performance. The Leeds policy of a maximum course GPA of 3.0 for 4000-level courses applies. The total number of points across all of these requirements is 500.

1. In-class tests (50% of the grade, 250 points)

There are two exams and one quiz. The exams are each worth 100 points and the quiz is worth 50 points. See the schedule at end of this syllabus for dates. These tests may contain short answer/multiple choice, problem solving, and open-ended questions. I do not give make-up tests. If you miss a test for a documented emergency, I will assign you a project in lieu of the test.

2. Class participation and homework (20% of the grade, 100 points)

The 100 points are broken down as follows:

- 25 points are for attendance: 1 point for each day you attend a full class, excluding exam days, allowing for one missed class with no penalty. You do not need to let me know about your absences; you get the point if and only if you are in class.
- 50 points are for the numbered assignments on the syllabus.
- 25 points are for quality of participation.

Here are the questions I ask myself to evaluate class participation. Did this student

a. Attend class?
b. Come prepared for class?
c. Interact in a pleasant and professional manner?
d. Adhere to the no electronics policy?
e. Actively participate in class discussions?
f. Contribute to the classroom learning experience of his/her classmates?

Assignment deadlines apply even if you will miss class. If a hard copy is due in class, please bring the hard copy to my office (KOBL 479) before the due date. In some cases, I can accept late work. If I do accept it, minimal credit will be given, i.e., about 20%.

3. Term project: (30% of the grade, 150 points)

The term project gives you a hands-on opportunity to experience the new product development process. During the fifth class meeting, you will be assigned to a project team of 4-6 students. As a team, you will pick an area of focus for your new product development efforts. The project consists of writing an innovation charter, generating and evaluating concepts, hammering out details, and planning for a product launch. As the relevant material is covered in class on the various stages of the NPD process, each project team will document and report on its progress and activities.

Each team will have three opportunities to present project status reports to the class during the semester. A written report is due at the end of the semester. The default is that all team members receive the same grade, but individual grades will be adjusted if peer feedback reveals discrepancies in contributions. More details regarding the project will be provided in a separate handout.

Detailed Schedule

The current schedule for the semester is below. Any changes to this schedule will be announced in class. The custom book (the required text for the course) contains chapters from two books, Crawford and Di Benedetto (denoted CD) and Ulrich and Eppinger (denoted UE). The pages in the table below for CD and UE chapters refer to the *page numbers in the circles in the upper outside corner of the custom book pages*.

The supplemental text, by Terwiesch and Ulrich, is denoted TU. The assigned chapters are posted in CULearn. Assignments are also available on CULearn.

Tu Aug 24

Introduction

Today I will present the goals, structure, and themes of the course. I will also highlight some of the important administrative information in the syllabus, including course requirements and expectations. Finally, I will ask you to fill out information sheets so I can learn more about you and your interests.

Th Aug 26

Overview of new product development

In this class, we will discuss the product development process. I will introduce two important frameworks: idea tournaments and phase-gate processes.

Phase I: Opportunity identification and selection

We will start talking about phase I of the NPD process, opportunity identification and selection. An important outcome of identifying an opportunity for innovation is writing down an "innovation charter" to guide innovative efforts.

Preparation for class:

1. Read TU Intro pp. I-1 to I-8, I-13 to I-15 (pdf file)

This chapter makes the case for why innovation is important financially to companies, and it introduces the concept of an innovation tournament.

2. Read TU Ch 1 pp. 1-1 to 1-9 (pdf file)

This chapter explains different ways that companies use innovation tournaments and why they work.

3. Read CD Ch 2 pp. 1-11

These pages explain each of the five phases of the new product development process.

4. Prepare for discussion

Read the Tastykake case (pp. 26-28 in the course text). (In case you have not purchased the book yet, I have posted the case.) Come prepared to discuss the following questions:

- Did the process described in the case follow the five phases: Opportunity Identification and Selection, Concept Generation, Concept Evaluation, Development, and Launch? If so, describe how the steps in the case (e.g., obtaining trial batches of low-carb cookies and doughnuts in mid-January) fit into the five phases. If not, describe how the process differed from the five-phase description.
- Make three suggestions for things the Greta team could have done differently.

5. Prepare for discussion

Read "A Leash on a Mobile Device that Wanders" (*WSJ*, April 2010). Come prepared to discuss the following

question:

- What is the opportunity described in this article?

6. Read CD Ch 3 pp. 39-49

These pages explain what a product innovation charter is.

Tu Aug 31

Phase I: Opportunity identification and selection

We will continue our treatment of Phase I today by talking about product portfolios.

Discussion of course project

The course project is a big part of this class. Today I will talk about what you will be doing in the project, give some examples of past projects, and answer any questions you have about the Project Guidelines—so make sure you read them before class!

Preparation for class:

1. ***Assignment 1 (2 points: due via CULearn by 11:59 p.m. Aug 30***)

Product line extension. The assignment instructions are posted in the Assignments folder.

2. Prepare for discussion

Read "Like Our Sunglasses? Try Our Vodka!" (*WSJ*, November 2007), "Kiwi Goes Beyond Shine" (*WSJ*, December 2007), "Expanding into Consumer Electronics, Cisco…" (*WSJ*, September 2006), and "After a Buying Binge, Nestle goes on a Diet" (*WSJ*, July 2007). Come prepared to discuss the following questions:

- The "Sunglasses" article suggests that a pizza brand shouldn't expand into a fashion line. Do you agree with that? Why or why not?
- Is Kiwi a good brand for Sara Lee to own? Why is Cisco expanding into consumer electronics? Why is Brabeck streamlining Nestle's product portfolio?
- Using all of these examples, try to come up with some guidelines that dictate what makes a "good" product or brand portfolio.

3. Read course project guidelines.

Come prepared with your questions.

Th Sep 2

Phase II: Concept generation

Today we start Phase II, Concept Generation. The first order of business is to define what a "product concept" is. Then, we will discuss different ways of generating them. Sometimes a concept is spawned with a "technology push"—a company can do something new and they want to figure out how to make a product out of that capability. But, it's almost always better to start with a market view: what "problems" do people have that need solutions? Today we will talk about ways of identifying those problems or needs.

Preparation for class:

1. Review TU pp. I-1 to I-2

Review their definitions of innovations vs. opportunities.

2. Read CD Ch 4 pp. 64-69

These pages describe what a product concept is.

3. Read UE Ch 4 pp. 105-120

This chapter gives very specific guidelines about how to identify customer needs and what do once you have identified them.

4. Prepare for discussion

Read "The Science of Desire" (*BusinessWeek*, June 2006), "Home Appliances to Soothe The Aches of Aging Boomers" (*WSJ*, December 2008), and "In Search of Innovation" (*WSJ*, June 2009). Come prepared to discuss the following questions:

- For the first two articles: Make a list of techniques mentioned used to identify user needs. For each technique on your list, give a specific example of an insight that arose from it and/or a product that was developed using it.
- For the third article: which of the nine best practices described are fundamentally about identifying user needs? What do the other practices offer, if not a way to understand the consumers' needs?

Fri Sept 3, 9 a.m.: Deadline to request one or two teammates via email (kornish@colorado.edu).

Tu Sep 7

Phase II: Concept generation

Today we switch our focus to developing solutions to the identified needs, i.e., specifying a form and "technology" (the "what" and "how" of the concept). I will share the results of some research on creativity in concept generation and ask you to apply it in class.

Project teams assigned

Preparation for class:

1. Prepare for discussion

Read "When to Come in From the Sun" (*WSJ*, June 2010). Come prepared to discuss the following questions:

- What is the opportunity described in this article?
- Write a product concept statement for the product in the article.

2. Read TU Ch 2 pp. 2-1 to 2-11 (pdf)

This chapter explains some techniques for generating new ideas, introduces the Darwinator, and addresses issues about working in groups.

3. Listen to WSJ Podcast (link on CULearn)

Listen to the podcast of the WSJ interview with John Mullins (a professor at London Business School). Make sure you understand what he means by antilogs and analogs.

4. Assignment 2 (9 points: due via CULearn by 11:59 p.m. Sep 6)

Observation activity. The assignment instructions are posted in the Assignments folder.

Th Sep 9

Phase II: Concept generation

Today we will discuss some important questions related to concept generation. What is a *new* idea, anyway? Do the ideas themselves have value? Can I sell my idea for a new product? Why or why not? What are the differences in the product development process for a totally new-to-the-world product (think Segway) vs. a relatively straightforward product line extension (think a new flavor of LifeSavers). Are more unique ideas

more valuable?

Preparation for class:

1. Prepare for discussion
   - Look at the website halfbakery.com. This website is an idea repository. Are these ideas valuable? Why or why not?
   - Look at the website quirky.com. This site sells products that participants developed. How does the process work? Would you participate in the idea development? Why or why not?

2. Prepare for discussion

Read "The Customer Knows Best" (*WSJ*, July 2009). Come prepared to discuss the following questions:

- How convinced are you that the techniques described in the article will yield useful insights for innovation? Why?
- Why would customers "give" their ideas to a company…for free?

3. ***Assignment 3a (5 points: due via the Darwinator site by 11:59 p.m. Sep 8)***

Darwinator idea generation. The assignment instructions are posted in the Assignments folder.

Tu Sep 14

Phase II: Concept generation

First we will look at the results of your Darwinator tournament.

Then we will cover perceptual maps. Maps are a widely used tool in marketing. They can be used to identify gaps in the market. Today we will discuss this tool and its uses. We'll start with some examples from different product categories and do an in class mapping exercise about sandwich shops in Boulder.

Preparation for class:

1. Read CD Ch 6 pp. 123-127

These pages explain perceptual maps.

2. ***Assignment 3b (7 points: due via the Darwinator site by 11:59 p.m. Sep 13)***

Darwinator idea rating. The assignment instructions are posted in the Assignments folder.

Th Sep 16

Phase II: Concept generation

We continue our discussion of maps today. We will discuss the Dell Computers case you prepared for class. Then we will talk about how, instead of using one's own judgment or impressions of the market, maps can be built using survey data. As part of your preparation for today's class, you will build maps from the analysis of survey data on Boulder sandwich shops.

Preparation for class:

1. Read CD Ch 6 pp. 127-133

These pages walk through an example of interpreting the results of factor analysis.

2. Prepare for discussion

Prepare the Dell Computers (A) case (pp. 138-139). Come prepared to discuss the following questions:

- Do you think Dell is well-positioned compared to its competitors?
- Which competitor(s) should Dell be most concerned about? Why?
- What other information would you like to have to make the best use of the map?

3. ***Assignment 4 (3 points: due at the start of class in hard copy)***

Sandwich shops, part 2. The assignment instructions will be handed out in class on Sep 14. They will also be posted in the Assignments folder.

Tu Sep 21

In class innovation workshop

Th Sep 23

Status report 1

Each team will make a short presentation about the opportunity identified for their project.

Preparation for class:

See project guidelines.

Tu Sep 28

Exam 1

Th Sep 30

Phase III: Concept evaluation

Today we start the third phase of the NPD process: concept evaluation. In phase 2, we generated many concepts. Consistent with the funnel and tournament metaphors, now is the time to narrow down the set of concepts to the most promising ones. In eliminating concepts, there is tension between efficiency and accuracy. With dozens or hundreds of concepts, we need an efficient, first round of screening such as some form of "multi-voting."

Once a handful of the most promising concepts have been identified, concept evaluation proceeds with three criteria: fit with strategy, technical feasibility, and profitability. These criteria are first evaluated through initial reactions of a variety of informed and relevant parties. If the initial reactions are favorable, deeper research is warranted.

If the competing concepts are design variations on a single solution, then screening and scoring decision matrices are also helpful.

Preparation for class:

1. Read TU Ch 4 pp. 4-1 to 4-10 (pdf file)

These pages discuss the tension between efficiency and accuracy in screening ideas, explaining how a multi-round tournament can help strike the proper balance. Pages 4-7 to 4-10 give some examples of screening based on criteria. They are similar to (but not exactly the same as) the criteria we will use as a framework in this class.

2. Read CD Ch 8 pp. 142-145

These pages give an overview of concept evaluation. Read from the section entitled "The Evaluation System for the Basic New Products Process" in the middle of p. 142 to the first paragraph on p. 145 (up to but not including the Cumulative Expenditures Curve section). These pages explain how evaluations happen throughout the NPD process, and why a product must be evaluated in the context of a product line.

3. Read CD Ch 8 pp. 151-156
These pages introduce the A-T-A-R model for forecasting.

4. Read UE Ch 7 pp. 187-202
This chapter elaborates on the idea of "screening based on criteria" introduced in TU Ch 4 (the first reading assignment for today). In particular, these pages show a detailed example of a screening and scoring decision matrix.

Tu Oct 5

Phase III: Concept evaluation

Today we will cover concept testing. Concept testing is a specific activity within the broader umbrella of concept evaluation. Concept testing means gathering survey data about a product concept. The concept test must convey the idea, often through a product concept statement or visual representation, to the respondents. Respondents then answer questions about purchase intent, frequency of purchase, uniqueness, and willingness to pay. We will cover how to ask these questions and how to interpret the answers.

Preparation for class:

1. Read CD Ch 9 pp. 168-175
These are the pages for the section "Considerations in Concept Testing Research." They offer insights about how to present the concept to respondents, and how and where to solicit input from respondents. Look carefully at Figures 9.1 and 9.2: what do you think of how the concept is presented and how the question is asked in these two examples?

2. Read UE Ch 8 pp. 208-222
These pages reiterate some of the lessons presented in the CD Ch 9, elaborating on some of the important issues (such as Step 4, Communicate the Concept). There are additional, nice examples in these pages.

3. ***Assignment 5 (3 points: take SRG-FF "quiz" on CULearn by 11:59 p.m. Oct 4)***
Read SRG-Fantastic Foods survey posted on website. This survey contains the questions that generated the data you will be using in the next assignment (Interpreting the Results of Concept Testing). That data won't make much sense unless you look at this survey first. In addition, this survey is a nice example of a survey used by a marketing agency: it is a good model to follow.

Th Oct 7

Excel Work on Interpreting Results from Concept Testing (Assignment 6)

Bring your computers to class today to work on the current assignment—Interpreting Results from Concept Testing. By having this hands-on session, you can ask questions about using Excel to perform the relevant analyses and use Excel's Chart Wizard to produce meaningful graphics that communicate the results of the analysis.

If you don't have a computer you can bring to class, you have several options. You can share a computer with a friend in class who does have one. (You will have to produce your own work to hand in, but you may be able to do that while sharing.) You can sign out a third floor team room and use a computer in there during class time. Or, instead of coming to class on Oct 7, you can come to the lab, KOBL 320, on Wednesday October 6, from 7:00 – 9:00 p.m. If you come at that time, you are excused from class on October 7.

Preparation for class:

To make efficient use of class time, it is essential that you get started on the assignment before class. That way you can ask questions about the parts you are struggling with or about additional features of Excel that you would like to understand better.

Tu Oct 12

Phase III: Concept evaluation

First we will go over the Interpreting Results from Concept Testing assignment.

Then we will start on the important topic of forecasting. Forecasting is an essential but challenging activity. Good forecasting requires both informative data sources and useful models.

Preparation for class:

1. ***Assignment 6 (9 points: due via CULearn by 11:59 p.m. Oct 11)***
Interpreting Results from Concept Testing. The assignment instructions and data are posted in the Assignments folder.

2. Read CD Ch 11 pp. 228-232
These pages return to the A-T-A-R model introduced in Ch 8.

3. *Skim* CD Ch 11 pp. 235-242
These pages explain some of the problems inherent in forecasting and some approaches to deal with those problems.

4. Reread UE Ch 8 pp. 218-221
How does the forecasting model presented here compare to A-T-A-R ?

5. Examine UE Ch 8 Appendix pp. 224-225
These two pages have charts with useful data about market sizes.

Th Oct 14

Phase III: Concept evaluation

Today we will meet in the business library computer lab to work on finding relevant and specific data for forecasts.

Tu Oct 19

Quiz on interpreting results from concept testing. (50 points)

Th Oct 21

Phase III: Concept evaluation

We will debrief the library exercise from last week and finish the forecasting material by discussing the forecasting problem solving assignment.

Preparation for class:

1. ***Assignment 7 (4 points: due via CULearn by 11:59 p.m. Oct 20)***
Forecasting problem solving. The assignment instructions are posted in the Assignments folder.

Tu Oct 26

Status report 2

Each team will make a short presentation about the concept evaluation for one of concepts they generated.

Preparation for class:

See project guidelines.

Th Oct 28

Phase IV: Development

Today we start Phase 4, Development. There is much work to be done by people in engineering and operations during development, but the marketing roles in this phase are important too. In particular, the marketing team members make sure that the details being designed into product features are true to the customer needs identified earlier in the NPD process. We will discuss the activity of design not just as a final step, dealing with the outward appearance of a product, but as a fundamental component of developing a new product. In some sense, designing is about "hammering out the details" of how a product will work. We will do a "design audit" activity in class today.

Preparation for class:

1. Read CD Ch 13 pp. 255-256

This intro section for Ch 13 (What Is Design?) conveys that the activity of design is a fundamental part of product development, and is more than "skin deep."

2. Read CD Ch 13 pp. 263-266

These pages contain two sections. The one on Industrial Design explains the role of the industrial designer. The one on Prototype Development describes different types of prototypes, an important tool in design work.

3. ***Assignment 8 (2 points: due via CULearn by 11:59 p.m. Oct 27)***

Group feedback. Fill out the questionnaire on line about your group experience.

4. Prepare for discussion

Read the Gillette MACH 3 case (pp. 276-278). Come prepared to discuss the following questions:

- What were the design issues that Gillette encountered during the development of the Mach3? A design issue is a detail of or potential problem associated with a product concept that could be addressed through design.
- What were the solutions to each of the issues described in the case?

5. Prepare for discussion

Read "We Put a Man on the Moon…So Why Is It So Hard to Design an Umbrella …" (*WSJ*, May 2010). Come prepared to discuss the following question:

- What are the design issues for umbrellas mentioned in the article?

Tu Nov 2

Phase IV: Development

We continue our coverage of design today by discussing patents. In your Business Law class, you learned about the patent system. In this class, we will treat this material from the perspective of product developers: where can you access patents? How do you read them? How do you know if your idea is already patented? Can the patents database be used as a source of ideas?

If we have time, we will watch a video about the design firm IDEO and/or do an activity in class that gives you the chance to constructively critically reflect on your team experience in this class.

Preparation for class:

1. Read UE Ch 14 pp. 281-298

This chapter covers the nuts and bolts of patents, emphasizing the important facts for product development. Hopefully, the background information on pp. 282-284 will be familiar to you from your Business Law class. If not, these pages contain a concise summary of the relevant information. Understanding how to read descriptions and claims (pp. 289-296) is important because it will help you avoid infringing existing patents as you design your new product.

2. ***Assignment 9 (4 points: due via CULearn by 11:59 p.m. Nov 1)***

Patents assignment. The assignment instructions are posted in the Assignments folder.

Th Nov 4

Phase IV: Development

Another activity in Development that has heavy involvement from the marketing staff is product use testing. Product use testing, in phase 4, tests the actual use of the physical product, or, in some cases, a virtual prototype. We will talk about how to run those tests so that they are as informative as possible.

Preparation for class:

1. Read CD Ch 15 pp. 303-305, 315-323

The first set of pages explains what product use testing is. The second set details some of the decisions to be made in setting up a product use test.

Tu Nov 9

No class. I will be away at a conference.

Th Nov 11

Phase V: Launch

In today's class, we will talk about variety of issues related to product launches: market testing, distribution ("placement") and pricing. Many of these issues must be considered earlier in the NPD process, but they are highly important parts of the product launch.

Preparation for class:

1. Read CD Ch 18 pp. 362-386

This chapter covers the different approaches to market testing.

Tu Nov 16

Phase V: Launch

Naming is deceptively difficult. First, it is hard to come up with a relevant name that is "available." Second, it is hard to come up with a *really good name*. Third, it is hard to change a name, so the stakes are high. For all of these reasons, a good naming process is really important.

Preparation for class:

1. Read pp. 23-51 from *The Making of a Name* (Rivkin and Sutherland, 2005).

2. Prepare for discussion

Read "How to Create a Great Product or Company Name" (Ulrich, 2009). Find an available domain name for your product for the course project. You can either work with your team to find one or find one on your own. We will discuss them in class.

3. Prepare for discussion

Read "Take My Word For It" (*Stanford*, Nov/Dec 2005). Come prepared to discuss the following questions:

- Did you use any of the naming approaches discussed in this article to name your product? If so, which ones?

Th Nov 18

Exam 2

Happy Thanksgiving

Tu Nov 30

Phase V: Launch

Today we will cover word-of-mouth marketing, or buzz. Online review sites and social media have expanded the opportunities for buzz as well as the reach of that buzz. We will discuss some trends in buzz as well as issues in regulatory oversight of buzz.

Preparation for class:

1. Prepare for discussion

Read "When a Blogger Voices Approval, a Sponsor May Be Lurking" (*NYTimes*, July 2009) and FCC Endorsement Guides (October, 2009). Come prepared to discuss the posted questions.

Th Dec 2

Presentations

Tu Dec 7

Presentations

Th Dec 9

Presentations and Course Wrap-up

Fr Dec 10

Written projects due by noon (my office: KOBL 479)

Assignment 10 (2 points: due via CULearn by 5:00 p.m. Dec 10)
Group feedback. Fill out the questionnaire online about your group experience.