

**MKT 7080 (G05) (3.0 CH)**  
**MARKETING INNOVATION**  
**FALL 2021**

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**INSTRUCTOR**

Name: Sandeep Arora	Office Location: Virtual Office on Zoom with appointment (Please see announcement on UMLearn for Zoom link and password)
Phone: 204-474-8878	Office Hours: Please email for appointment
Email: Sandeep.Arora@umanitoba.ca	Class Room: Via Zoom (Please see announcement on UMLearn for Zoom link and password)
	Class Time: Wednesday 6:15 - 9:30pm

**COURSE DESCRIPTION**

*"A business has two—and only two—basic functions: marketing and innovation. Marketing and innovation produce results: all the rest are costs." -Peter Drucker*

Gone are the days when innovation was a 'nice to have' growth strategy for firms. In this age of fierce competition, innovation has become a necessity for businesses. In fact, the popular opinion among scholars and business leaders is that firms that do not innovate are destined for doom. Marketing, which is the link between a firm and its stakeholders, is at a vantage point to lead innovation initiative in firms. In this course, we will learn about the role of marketing in the innovation process and how marketing itself is evolving with innovations in marketing science and technology.

**COURSE OBJECTIVES**

On the completion of this course, you should be able to understand the following:

- Role of marketing in the innovation process
- Generating, evaluating, and testing product ideas
- Estimating market potential of new products
- Pricing innovation
- Promoting new products
- Evaluating and monitoring the success of a new product launch

## COURSE MATERIALS

Readings for this class comprise articles published in managerial and academic journals, cases, and class exercises. These materials should be read prior to the class session. These readings will be listed on UMLearn and are available online through the university library or may be accessed directly through the web. Some material used in this class may have to be purchased directly from the publisher's website.

This course will be conducted "live" via videoconferencing using Zoom and will not involve in-person instruction. Classes will be during the scheduled class time.

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times.

## AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	<b>Goals and Objectives in the MBA Program</b>	<b>Goals and Objectives Addressed in this Course</b>	<b>Course Item(s) Relevant to these Goals and Objectives</b>
1	<b>Strategic Thinking</b> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A.Students are able to identify situations where strategic thinking is necessary.	✓	Cases/ readings
	B.Students are able to identify different strategies.	✓	Cases/ readings
	C.Students are able to perform a basic strategic analysis.	✓	Cases
	D.Students are able to recommend strategic alternatives and their implementations.	✓	Cases/ readings
2	<b>Global Perspective</b> Students will adopt a global mindset in considering organizational decisions.		
	A.Students have an awareness of global diversity, and multicultural awareness.		
	B.Students have an awareness of different global perspectives.		
	C. Students have been exposed to global business environments through course materials	✓	Articles
3	<b>Ethical Mindset</b> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A.Students demonstrate an understanding of the responsibility of business in society.		
	B. Students demonstrate an understanding of ethical decision making.		
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.		
4	<b>Quantitative and Financial Proficiency</b> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.	✓	Cases
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

## COURSE ASSESSMENT

Student progress will be assessed through:

Class participation	25%
Case analysis (2)	30%
Group presentation	15%
Article lead (1)	5%
Article reflections	25%

### **Class participation**

One of the most rewarding experiences of being in a classroom is that one gets to interact with individuals with varied backgrounds, experiences, and world-views. It is this diversity of views among your classmates that could enrich the learning experience in a class. As this course is primarily driven by discussion of assigned readings and cases, I would encourage you to express your opinions in class and make this class a great learning experience for everyone.

For effective class participation, please read the assigned articles and attempt case analyses before coming to class. Apart from the number of times you contribute in class (quantity of participation), your participation grade will depend on how proactive, relevant, and insightful your contribution is to the class discussion (quality of participation).

### ***Case analysis***

Working on cases will help you to get a better understanding of how concepts learnt in class apply to problems faced by companies. These cases will also improve your professional skills of business writing and presentation. The instructor's role during a case discussion is that of a moderator. When the cases are discussed, we are less concerned with "right" or "wrong" answers than we are with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction.

In addition to discussing cases in the class, you will also submit written analysis of any two cases during the semester. The written submission of a case will be split into two parts: problem identification and problem solving.

### ***Problem identification***

The most important part of solving a problem is to identify the right question(s) to answer. Hence, **one week before a case is due**, you will send me a list of questions (via UMLearn) that you think have been raised in that case. I will then share the questions that the authors of that case have identified for discussion. We will use the questions identified by the authors for our case discussion. Please note that you will **only submit questions for cases for which you also intend to submit written analyses**. The list of questions will be **due at the beginning of the session, a week before a case is due** (via UMLearn). Please **only mention your student ID (and not your name)** in your submission.

### *Problem solving*

The written analysis of a case will be **due at the beginning of the session** (via UMLearn) in which that case is scheduled to be discussed. Please **only mention your student ID (and not your name)** in your submission. The grading criteria for case write-ups (wherever applicable) is as follows:

- Logical reasoning and analysis: This would cover the following areas:
  - Being thorough - covering all the important aspects of the case. Please make sure that you **at least discuss all the questions raised by the authors** of the case
  - Presenting logical and relevant arguments
  - Being consistent throughout the write-up
  - Understanding and applying relevant concepts
- Recommendations/ conclusions: This would cover the following areas:
  - Providing relevant recommendations/conclusions that are supported by the information in the case and are consistent with the analysis
  - Recommendations that are practically relevant and can be implemented in the real world
- Format and presentation: This would cover the following areas:
  - Clear, direct, writing style, free from grammatical and spelling errors
  - Adhering to the prescribed format and page limit (**5 pages + up to 10 appendices**)
  - Being creative in presenting results - creativity in writing, layout, graphs, etc.

### *Group presentation*

You will be making a group presentation in the class. Your presentation will be evaluated on the following criteria (wherever applicable)

- Professionalism
- Clarity of communication to audience - both visual and verbal
- Making innovative, practical, and relevant recommendations
- Creativity of presentation
- Use of marketing concepts learned in the class
- Thoroughness
- Response to questions - direct answers

### *Article lead*

You will be randomly assigned to lead the discussion for one article throughout the semester. Please note that only articles marked with asterisk (\*) in weekly readings could be assigned for 'article lead'. For the assigned article, you will be responsible for kicking-off the discussion during the class. Discussion leaders should prepare a 5-minute summary that overviews the paper and prepare a set of 4-5 suggested discussion questions. You would be graded on the quality of your presentation, the discussion questions that you identify, and how you lead the class discussion.

## Article reflections

We will have multiple articles from business and academic press assigned for every class. In addition to reading all the articles for the classes, you would submit reflections of any five articles that you liked during the semester. Please note that only articles marked with asterisk (\*) in weekly readings could be used for writing reflections and you could choose only one article from one week. Reflections of an article should provide a short summary of the article followed by your critique and practical applications of the ideas presented in that article. **The reflections document will be due one week after the last class** (via UMLearn). Please **only mention your student ID (and not your name)** in your submission. Your reflections would be graded on the following criteria:

- Format and presentation
- Application of article learnings to practical business situations
- Your critique of the ideas presented in the article
- Logical and relevant arguments
- Originality and creativity of your arguments

Please restrict your reflection to a maximum of **1 page for each article**. You will submit the reflections document only once, i.e., at the end of the term.

**Final grades will be assigned as follows:**

Cumulative Marks	Grade	GPA
90-100	A+	4.5
80-89	A	4.0
75-79	B+	3.5
70-74	B	3.0
65-69	C+	2.5
60-64	C	2.0
50-59	D	1.0
Below 50	F	0.0

**NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade. In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).**

## COURSE SCHEDULE

Please see UMLearn for a table outlining topics and associated readings/ cases to be covered in this course. Reading and topics may be adjusted as the course progresses to better match student's interests and prior experiences.

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.

### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

## STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">MBA Course Information</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behaviour</a>



## ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

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It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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I.H. Asper School of Business, The University of Manitob

### **Sandeep Arora**

Marketing Department

I.H. Asper School of Business

**Areas of Research Interest:** Marketing Strategy, Marketing Technology, and Marketing Organization

**Areas of Teaching Interest:** Marketing Strategy, Marketing Analytics, Marketing Technology, and Marketing Innovation

Sandeep Arora is an Assistant Professor and Department Head in the Asper School of Business's Marketing Department. Before joining academia, Dr. Arora held various managerial positions in ICICI Bank and GE Capital. His corporate experience sparked his interest in marketing strategy, specifically the marketing challenges and opportunities offered by emerging technologies. He is also interested in understanding how processes, leaders, and stakeholders engage with the marketing organization and what this engagement implies for firms and for society. His work has been published in premier marketing journals such as the *Journal of Marketing* and the *Journal of the Academy of Marketing Science*.

Sandeep has a bachelor's degree in engineering from the Technological Institute of Textile and Sciences, and a master's degree in Business Administration from Management Development Institute, India. He received his Ph.D. in marketing from the McCombs School of Business at the University of Texas at Austin.