INSTRUCTOR
Name: Sandeep Arora
Phone: 204-474-8878
Fax: 204-474-7545
Email: Sandeep.Arora@umanitoba.ca
Office Location: 662 Drake Centre
Office Hours: Thursday 3:00 - 4:00pm
Class Time: Tuesday 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 innovative 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
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.

<table>
<thead>
<tr>
<th>Goals and Objectives in the MBA Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strategic Thinking</td>
<td></td>
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<tr>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
<td>✓</td>
<td>Cases/ readings</td>
</tr>
<tr>
<td>B. Students are able to identify different strategies.</td>
<td>✓</td>
<td>Cases/ readings</td>
</tr>
<tr>
<td>C. Students are able to perform a basic strategic analysis.</td>
<td>✓</td>
<td>Cases</td>
</tr>
<tr>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
<td>✓</td>
<td>Cases/ readings</td>
</tr>
<tr>
<td>2 Global Perspective</td>
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<tr>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
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<td></td>
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<tr>
<td>B. Students have an awareness of different global perspectives.</td>
<td></td>
<td></td>
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<tr>
<td>C. Students have been exposed to global business environments through course materials</td>
<td>✓</td>
<td>Articles</td>
</tr>
<tr>
<td>3 Ethical Mindset</td>
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<tr>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
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<tr>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
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<tr>
<td>C. Students demonstrate moral development in ethical decision making.</td>
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<tr>
<td>D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
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<tr>
<td>4 Quantitative and Financial Proficiency</td>
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<tr>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
<td>✓</td>
<td>Cases</td>
</tr>
<tr>
<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
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<tr>
<td>C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.</td>
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<tr>
<td>D. Students are able to interpret the results of a financial analysis.</td>
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</table>
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 cases used in this class may have to be purchased directly from the publisher’s website.

COURSE ASSESSMENT

Student progress will be assessed through:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Case analysis (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Article lead (1)</td>
<td>5%</td>
</tr>
<tr>
<td>Article reflections</td>
<td>25%</td>
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</tbody>
</table>

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.

**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. 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. 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. 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). 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:

<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

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.

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/orc/ethics/guidelines.html](http://umanitoba.ca/research/orc/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 or your instructor.

**EXAM RESCHEDULING POLICY**

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


**LATE SUBMISSIONS**

Unexcused submissions turned in late will lose 5% per day or part thereof. Three days past the due date, your assignment is not worth any marks.

**APPEAL OF TERM WORK GRADES**

As per university policy ([http://umanitoba.ca/student/records/grades/690.html](http://umanitoba.ca/student/records/grades/690.html)), you have 10 working days after the grade for an assignment has been made available to you to appeal that grade.

**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.

COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website: http://umanitoba.ca/faculties/management/programs/graduate/mba/media/Schedule-A-ROASS.pdf

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-623, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
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.
Sandeep Arora
Marketing Department
I.H. Asper School of Business

Areas of Research Interest: Emerging Technology and Marketing; Emerging Markets; Innovation

Areas of Teaching Interest: Marketing Analytics; Marketing and Technology; Innovation in Marketing; Marketing Engineering; Introduction to Marketing; Sales Force Management

Sandeep Arora is an Assistant Professor in the Asper School of Business's Marketing Department at the University of Manitoba. Before joining academia, Sandeep held various managerial positions in ICICI Bank and GE Capital. His eight years of experience in the Indian financial services industry sparked his interest in marketing strategy. He is particularly interested in studying the challenges and opportunities offered by emerging technologies. His research has been published in Journal of Marketing and 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.