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**London
South Bank**
University

Module Guide

The Innovation and Product Manager

BBM_5_IPM

Business School

Level 5

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1. MODULE DETAILS

Module Title:	The Innovation and Product Manager
Module Level:	5
Module Reference Number:	BBM_5_IPM
Credit Value:	20 Credits
Student Managed Learning Hours:	140
Contact Hours:	60
Total Hours:	200
Pre-requisite Learning (If applicable):	
Co-requisite Modules (If applicable):	
Course(s):	BA (Hons) Marketing
Year and Semester	2019-2020
Module Coordinator:	Dr Emily Ngan Luong ngane@lsbu.ac.uk
Teaching Team & Contact Details:	Nicola Hayes hayesn6@lsbu.ac.uk Dr Rohit Talwar talwarr@lsbu.ac.uk
Subject Area:	Marketing
Summary of Assessment Method:	Course work 100%

2. SHORT DESCRIPTION

This module enables learning about the methods marketers use to develop and manage their product range (the offer) in relation to both goods and services. It considers the portfolio and its management paying particular attention to innovation and new product development

3. AIMS OF THE MODULE

This module aims:

- To provide a critical overview of the fundamental issues and current theories relating products and services
- To allow students to develop knowledge of new product development and innovation process management as well as managing the 'offer' (situated on varying points of the product ~ service continuum) once launched.
- To enable students to create pragmatic solutions for product and service management issues.
- To provide student opportunity to reflect upon level 5 learning to bridge between different modules.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding:

By the end of this module students will be able to:

A1 describe the theory and frameworks of innovation and product management

4.2 Intellectual Skills:

Students will also be able to:

B1 critically apply product management theories, concepts and frameworks to a range of business environments (such as services, FMCG, B2B)

B2 synthesise data from marketing contexts to assemble a product audit for a company

4.3 Practical Skills:

By taking part in this module successfully students will be able to:

- C1 Offer pragmatic solutions to 'product' marketing problems with innovative ideas
- C2 reflect upon and assess their learning from level 5 modules and their relationship with each other

4.4 Transferable Skills:

Students will be able to:

- D1 data collection to enable numeric analysis, document formation, presentation skill and creative thinking.

5. ASSESSMENT OF THE MODULE

5.1 FORMATIVE ASSESSMENT:

Students will give a 15-minute group presentation about their chosen product line in week 5. This formative assessment is required at an appropriate standard to submit the summative assessment. If the group does not reach the required standard (a set of criteria will of course be provided), the students will be required to develop and deliver the improved presentation within two weeks.

The following list could help you consider some useful aspects to cover in your group presentation

- Background information of the chosen product
- Product analysis (Customer Value Hierarchy; Product portfolio; Positioning; PLC)
- Competitive analysis
- SWOT
- Product gaps and issues
- Future product development

5.2 SUMMATIVE ASSESSMENT:

Individual Coursework: 100%

Comprising 2 elements:

Individual Written Report: 50%

(Product audit including recommendations - 2000 words)

Individual Reflective Report: 50%

(Reflect upon the two topics that you found the most challenging in this module and write a report about how understanding them will help you with your future role as a marketer - 2000 words)

5.2.1 Individual Written Report: 50% (2000 words, +/- 10%)

Provide a written management report determining how the company is managing their product line and make recommendations for the future product development strategy.

Using the group work and the response from the assessors, you are required to produce a 2000 words (+/- 10%) report excluding appendices, which will offer specific recommendations linked and referenced to relevant theory learned throughout this module. You must detail **why** you are proposing particular recommendations. It is this justification which highlights your evaluation skills. The following list should help you to consider some useful aspects for discussions and recommendations:

1. Review/analyse the product (product onion or Customer Value Hierarchy)
2. Review the product range in relation to the product life cycle and the category attractiveness
3. Review the product portfolio supported by using graphs, tables, or figures
4. Determining the gaps in the market reach for the product range
5. Reflect upon possible new products and their development processes
6. Consider stretching and pruning the line and the allocation of resources to each product

Although you might make a few suggestions to 'change' elements of the product line and the product management processes, you could also make recommendations to keep some things the same. Where you have determined that parts of the product management processes and the product line don't require change, please do recommend that the company continues with a particular product or a particular process and state why.

Support for this assignment:

Directly following your group presentation, you should be prepared to listen to the class who will put forward some ideas about possible changes. These will help you to formulate your own individual ideas. You will also receive group feedback from the tutor to help you develop your analytical approaches.

5.2.2 Individual Reflective Report: 50% (2000 words, +/- 10%)

Reflect upon the two topics that you found the most challenging in this module and write a report about how understanding them will help you with your future role as a marketer.

The reflective report should cover the following areas:

Critical summary and discussion of the two topics that you found the most challenging

Evaluate the knowledge you have gained through these two topics in this module

Identify the gaps in your knowledge/ Reason why these two topics are the most challenging

How will you overcome these gaps for your future learning?

How the knowledge learnt from these two topics help your future role as a marketer?

6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

- The role of the product Manager within services and physical products (introduction talk from industry where possible).
- Category attractiveness.
- Environmental factors affecting product management and new product development.
- The product range and positioning strategies.
- The role of new products and new product development for both goods and services.
- Managing the new product development process
- Ideation.
- Design (service process design and industrial design).
- Maintaining and setting of quality standards and quality strategies.
- Importance of 'people', and 'physical evidence'.
- Managing the offer through the lifecycle
- Forecasting and metric assessment.
- Innovation in digital age
- Introduction to Brand.

7.2 Overview of Types of Classes

In this module, emphasis is placed upon interactive methods of teaching. Thus, considerable interaction is encouraged between the students themselves as well as between students and lecturer. This approach embraces a mixture of teaching and learning methods, which include the following activities:

4 hour sessions for all students which will be split according to requirements into lecture and seminar activities.

During the lectures the main body of theory will be taught to the students with opportunity for student interaction.

The seminars will be participative with students' learning structured through the use of mini case studies, organised team debating, and discussion surrounding the group project work.

7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.4 Employability

This module is directly vocational to roles in product and service marketing. It offers students opportunities to work in the agency side of marketing such as marketing communications and marketing research by providing them with the in depth knowledge needed to service their clients

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The Programme



Week	Lecture Subject	Reading
Week 1	The role of the product Manager within services and physical products	Chapter 1 Lehmann & Winer
Week 2	Category attractiveness Environmental factors affecting product management and new product development.	Chapter 3 – 5 Lehmann & Winer
Week 3	The product range and positioning strategies.	Kotler and Keller Baker & Hart Chapter 5 Chapter 8 Lehmann & Winer
Week 4	The role of new products and new product development for both goods and services.	Avlonitis and Papastathopoulou Lehmann & Winer chapter 9 Baker and Hart Part 2
Week 5	Managing the new product development process	Lehmann & Winer chapter 14
Week 6	Ideation and Design	Lehmann & Winer chapter 14
Week 7	Product life cycles	Lehmann & Winer chapter 14
Week 8	Importance of 'people', and 'physical evidence'; servicescape	Baker & Hart Part 3 and 4.
Week 9	Forecasting, Market potential	Baker & Hart Part 3 and 4.
Week 10	innovation in digital age	Lehmann and Winer Chapter 7 and chapter 16
Week 11	Introduction to Brand	Kotler and Keller
Week 12	Revision	

Seminar Activities Schedule

WEEK	SEMINAR ACTIVITIES
Week 1	Jobs in Product/Service Management Group formation
Week 2	New Coke Case Study Choosing product for Group formative presentation
Week 3	Group work Product analysis
Week 4	Group work Competitive analysis Formative assessment discussion
Week 5	Group Presentations
Week 6	Face-to-face feedback meetings with groups
Week 7	Case study THE GILLETTE COMPANY: SENSOR Testing/ New Product Development
Week 8	Servicescape activities <i>Note: Hand in for individual report (Product Audit)</i> Friday 20 th March
Week 9	Market potential Tespac
Week 10	Case study
Week 11	Brand elements Nesquik
Week 12	<i>Hand in for individual reflective report</i> Friday 8 th May

9. STUDENT EVALUATION

Student evaluation for this module in previous years was positive with nearly all students satisfied and very satisfied with all the key areas of the module. Some students found the group work frustrating due in the main to non-attendance of their colleagues. Others found the assessment difficult. External examiners comments were also favourable.

10. LEARNING RESOURCES

Reading List

10.1 Core Materials

Haines S, The Product Manager's Desk Reference, (2014), McGraw Hill, US

OR

Lehmann D & Winer R, (2009), Product Management, McGraw Hill, USA

Baker, M & Hart, S, (2007) Product Strategy & Management, Prentice Hall, London.

10.2 Background reading:

Baines, P. and Fill, C. (2014) Marketing. Oxford University Press.
Cengage Learning.

Kotler P. and Armstrong G. (2016) Principles of Marketing. Pearson Education.
OR

Kotler, P, Armstrong G, Lloyd C. Harris, Piercy N, (2013), Principles of Marketing, Pearson's Education, 6th European Edition, Essex

10.3 Optional Reading:

Cravens, D, Piercy N, Low G, (2002) The innovation challenges of proactive cannibalisation and discontinuous technology, European Business Review, 14, 4, , pp 257 – 267

Dacko, S, (2012), "Time-of-day services marketing", Journal of Services Marketing, Vol. 26 Iss: 5 pp.375 – 388

Johannessen J, Olsen B, and Lumpkin G, (2001), Innovation as newness: what is new, how new, and new to whom? European Journal of Innovation Management, Vol 4, No 1, pp 20-31

Kelly Virginia Phelan, K, Christodoulidou, N, Countryman, C, Kistner, L, (2011), "To book or not to book: the role of hotel web site heuristics", Journal of Services Marketing, Vol. 25 Iss: 2 pp. 134 - 148

Lloyd A, E, Luk, Sherriff T K, (2011), "Interaction behaviors leading to comfort in the service encounter", Journal of Services Marketing, Vol. 25 Iss: 3 pp. 176 – 189

Lovelock C Wirtz J, (2011) Services Marketing: Global Edition, Pearson London. Available as an eBook from the library.

Nathalie Spielmann, Barry J. Babin, (2011), "Service with personality: a note on generalizing personality across services contexts", Journal of Services Marketing, Vol. 25 Iss: 7 pp. 467 - 474

Moodle site

Other Journals

The main journals for this module will be the Journal for Product & Brand Management, European Journal of Innovation Management, and International Marketing Review for up to date research and developments in the subject. Other useful journals include:

Journal of International Business Studies
Journal of Services Marketing
Marketing Intelligence & Planning
Harvard Business Review
European Journal of Marketing
Campaign.

Students will be required to use worldwide electronic media to collate evidence of International and Global branding and product management from commercial, educational, and 'informational' websites. The students will be expected to use a range of on-line databases such as Mintel, DataMonitor Nielson and others that are available.

Assessment Criteria Rubric

	70+	69-60%	59-50%	49-40%	39-30%	29-0%
Research Systematic identification and use of appropriate relevant academic and other resources	Excellent independent relevant research evidenced by quantity and quality used	Very good independent relevant research evidenced by quantity and quality used	Sufficient independent relevant research evidenced by quantity and quality used.	Basic independent relevant research evidenced by quantity and quality of sources used	Insufficient relevant research conducted	No evidence of relevant research
Knowledge Understanding and application of subject knowledge and underlying principles.	Shows breadth, accuracy and detail in relation to facts, principles and debates in subject	Accurate and extensive understanding of the facts, principles and debates in subject.	Accurate understanding of the subject	Sufficient understanding of the subject	Limited evidence of understanding of the subject	Little or no evidence of understanding related the subject
Analysis Analysis and interpretation of literature, sources and/or results; structuring of issues/debates	Excellent synthesis and evaluation of resources. Excellent use of evidence, linking understanding and providing evidence-based arguments.	Very good synthesis and evaluation of resources. Very good use of evidence, linking understanding and providing evidence-based arguments.	Good synthesis and evaluation of resources. Good use of evidence, linking understanding and providing evidence-based arguments.	Some attempt at synthesis and evaluation of resources. Some use of evidence, linking understanding and providing evidence-based arguments.	Limited evaluation of resources. Limited use of evidence, linking understanding and providing evidence-based arguments	Very little evaluation of resources. Very little use of evidence, linking understanding and providing evidence-based arguments.
Competence Skills to test theory/apply theory to practice appropriate to subject	Applies an excellent level of practical or technical skills which reflect the correct application of theory to context	Applies practical or technical skills very well and with careful consideration of theory to context.	Applies practical or technical skills correctly with some consideration of theory to context with only minimal errors.	Applies a sufficient level of practical or technical skills but with some errors; limited consideration of theory to context	Reproduces some aspects of the practical or technical skills but these are incomplete; very limited consideration of theory to context	Very limited reproduction of some aspects of the practical or technical skills; no consideration of theory to context
Communication Clear intention in communication. Audience needs are predicted and met. Presentation medium is used skilfully. Work presented is well structured	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience	Communication is clear, mostly persuasive and compelling with very skilful use of the presentation format. Presentation	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience	Communication is mostly clear; presentation format is adequate. Presentation sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately; the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately and the needs of the audience are not taken into account
Referencing Appropriate use of references to support the development of ideas/argument; using the correct referencing standards	Consistent and correct application of referencing conventions with great attention to detail	Consistent and correct application of referencing conventions with very few errors or inconsistencies	Consistent and correct application of referencing conventions with some errors or inconsistencies	Generally consistent and correct application of referencing conventions, with some errors	Limited application of referencing conventions	Very limited or no application of referencing conventions

Harvard System Referencing

All students will use the Harvard System of referencing. References are indicated in the text as either “Recent work (Smith 2011)” or “Recently Smith (2011) has found.” Where a direct quotation is used the page number should be noted e.g. (Smith 2011 pg. 17). All such references should then be listed in alphabetical order at the end of the paper in accordance with the following conventions:

1. Books

surname, forename and/or initials, (year of publication), *title*, place of publication: publisher,

e.g. Burns, P. (2011), *Entrepreneurship and Small Business*, Basingstoke, Palgrave.

2. Journal Articles

surname, forename and/or initials, (year) “title”, *journal name*, vol, issue, pages,

e.g. Vargo, S. and Lusch, R. (2004) ‘Evolving to a New Dominant Logic for Marketing’ *Journal of Marketing* Vol.67 No.1 pp.1-17

3. Contributions in books, proceedings, etc.

surname, forename and/or initials, (year), “title”, ‘In:’, editor’s surname and/or initials, *book title*, place of publication: publisher, pages,

e.g. Doyle, Peter (2003), “Managing the Marketing Mix”. In: Baker, Michael J, ed., *The Marketing Book* 5th Edn, London: Heinemann Ltd., pp. 227-267.

4. Websites / Online resources.

Author/Editor surname, forename and/or initials, (year), “title”[online], place of publication: publisher.
Available at: URL, [accessed date]

e.g. Baker, Michael J. (2011), “Individual Branding”, *Westburn Dictionary of Marketing* [online], Helensburgh: Westburn Publishers Ltd. Available at:
http://www.westburn.co.uk/tmd/searchDetails.cfm?PageNum_Record=180 [Accessed 14th February 2011].