

Innovation Tools

MKTG7014-001 – Spring 2013

Professor: Drew Boyd

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Office Hours: By Appointment (live or Skype – drewboyd99)

Class Location/Times: Check One-Stop

Prerequisites: none

Course Materials:

Course Overview: This course focuses on how to create value and growth through innovation in new and existing markets. Students will learn the skills of innovation and how to apply those skills within the context of a marketing strategy framework. Students will apply innovation methods across a wide variety of product and service categories. The course will be taught using interactive workshop methods and techniques throughout. Students will first experience these facilitation techniques while learning innovation. They will then learn and practice these techniques so that they can apply them routinely throughout their graduate experience and beyond.

Course Objectives: By the end of this class students will be able to:

- Define the five templates of innovation and how each is used in the innovation process
- Identify the principles of systematic innovation
- Identify the limitations and weaknesses of traditional brainstorming
- Produce unique ideas and concepts by applying each of the innovation templates to a specific category of products or services
- Relate innovative concepts to a marketing strategy framework
- Compile a hypothetical product or service catalog using concepts generated in the course to represent a portfolio growth strategy for a company
- Describe a method of measuring innovation
- Apply group facilitation techniques to lead small groups in the use of innovation templates

Required Readings: (to be read before the assigned class date)

1. Goldenberg, J., Horowitz, R., Levav, A., & Mazursky, D. (2003). Finding Your Innovation Sweet Spot. *Harvard Business Review*, 10. 120-129.
2. Boyd, D. (2012). www.innovationinpractice.com
3. Schirr, G. R. (2012), Flawed Tools: The Efficacy of Group Research Methods to Generate Customer Ideas. *Journal of Product Innovation Management*, 29: 473–488.
4. Mongeau, Paul A. (1993). The Myth of Brainstorming. ERIC, ED357399, 1-24.
5. Boyd, D. (2007). A Structured, Facilitated Team Approach to Innovation. *Organization Development Journal*, Special Edition, Fall 2007, Volume 25: Number 3. 119-122.
6. Smith, H. (2005). What Innovation Is. CSC White Paper. European Office of Technology and Innovation.

Course Schedule: All classes are 8:00am to 5:30pm with one hour for lunch at noon.

Date	Topics	Readings	Assignments
Day 1	• Systematic Innovation	• “Finding Your Innovation	• Begin Group

Day 1 Saturday, January 26	<ul style="list-style-type: none"> • Systematic Innovation • Principles and Tools • Subtraction • Task Unification • Multiplication • Group Project: The Dream Catalog 	<ul style="list-style-type: none"> • Finding Your Innovation "Sweet Spot" • "Flawed Tools" 	Begin Group Project
Day 2 Friday, February 1	<ul style="list-style-type: none"> • Division • Attribute Dependency 	<ul style="list-style-type: none"> • "The Myth of Brainstorming" 	• Group Project
Day 3 Saturday, February 9	<ul style="list-style-type: none"> • Tools of Advertising • Team Presentations • Final Exam 	<ul style="list-style-type: none"> • "A Structured, Facilitated Team Approach to Innovation" • "What Innovation Is" 	<ul style="list-style-type: none"> • Prepare team Presentations • Group Project

Approach: Take a look at the Syllabus and you will see a pattern in our approach to this course. First, you will learn the overall model of this method called Systematic Inventive Thinking. We will do that with a clever interactive exercise that will have you innovating within the first 10 minutes of the course. Then, we will learn each of the five techniques. I teach each technique the same way: start with a story or exercise, define the technique, show the steps of the technique, do an example together as a class, do an example working in pairs or groups of three, show examples of products created with that technique, have students identify products that conform to that technique's pattern. The goal of this approach is to let you learn and apply systematic innovation tools so that you can innovate any product or service...on demand.

Group Project: "The Dream Catalog"

A company's catalog of products is the strongest statement of brand positioning that company can make. So imagine you could peek into the future and see a copy of a company's product catalog five years from now. What would it look like? What if you could design it now? What would you put into it? These are the questions that confront you when you create and use a clever innovation tool called the Dream Catalog.

The Dream Catalog is a hypothetical company catalog from the future...well into the future, beyond the next business cycle. It is far into the future so that it captures the innovative thinking and imagination of today's managers. It stretches a company's thinking about its future, and it provokes a healthy discussion about possible company direction. A good Dream Catalog causes tension.

A Dream Catalog helps a company in several ways. It sets direction. It suggests how the company is going to add and remove products from the line over time. It forces the marketing team to reconcile product line strategy. It provides placeholders for new discoveries, inventions, and even acquisitions. It provides a sense of prioritization of what should be developed and in what order. It can even help forecast revenues. Best of all - it rewards and encourages innovation. The Dream Catalog serves as the focal point for company-wide innovation efforts. Employees strive to come up with product and service ideas that "make it" into the Dream Catalog. As the catalog takes shape, employees see how their future is taking shape. It guides their innovation efforts even more. Leaders can use the catalog as a motivational tool. "Let's turn this dream into reality...for our customers and our future." A good Dream Catalog creates excitement and a sense of purpose.

The group project is a comprehensive exercise to apply systematic innovation tools to develop a futuristic Dream Catalog for an assigned category. Groups of four or five students will be formed

before class starts

Here is a quick snapshot of how to do it. As the class learns each of the five techniques of innovation, groups will work together and apply the technique to their specific category to create new-to-the-world inventions. Groups will collect and catalog ideas throughout the process. Once all the ideas are collected, they will apply a strategic marketing framework to their ideas to determine which ones would create an exciting and valuable portfolio of new products for a company in that category. They will create a physical catalog with product photos, prices, features, and benefits. Group presentations will occur on Day 3.

Catalogs will be graded on the following:

- 100 points on the usefulness of the ideas
- 100 points on the novelty of the ideas
- 100 points on the pipeline diversity of the ideas (incremental, breakthrough, transformational)
- 100 points on the catalog presentation of the ideas (visual and text)

Final Exam: The exam will test students understanding of and application of techniques of innovation. Students will be assigned a product randomly. They will take the assigned product and apply the five templates of innovation to create five new-to-the-world concepts in that category. The concepts will be graded on the following:

- 10% on the correct use of the technique
- 10% on the usefulness of the idea
- 10% on the novelty of the idea
- 10% on how surprising the idea is (Closed World phenomena)

Grading Policy:

Assignment	Points
Participation	100
Group Project	300
Final Exam	600
Total	1000

Grading Scale:

- A: 94-100%
- A-: 90-93%
- B+: 87-89%
- B: 84-86%
- B-: 80-93%
- C+: 77-79%
- C: 74-76%

Due to the compressed time schedule for this course, absence from class or late work cannot be accepted unless due to illness or natural disasters. Class participation is evaluated according to the following guidelines:

Outstanding: Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as a fruitful direction for the class

substantive and provides one or more major insights as well as a fruitful direction for the class. Arguments are well-supported (with tangible evidence) and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly. (45-50 points)

Good: Contributions in class reflect thorough preparation. Ideas are usually substantive, provide good insights, and sometimes a fruitful direction for the class. Arguments, when presented, are generally well-supported and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished. (40-45points)

Adequate: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, and occasionally offer a new direction for the class discussion. Arguments are sometimes presented and are fairly well-supported and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be a little diminished. (35-40points)

Non-participant: This person contributes little to the class. If this person were not a member of the class, the quality of the discussions would not be significantly changed. (20-35 points)

Academic Integrity Policy: The University Rules, including the student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

Special Needs Policy: If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.