

**MBA M724
Innovation and New Products
Fall 2019 Course Outline**

**Marketing Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This course will help you understand how innovation and new product development add value to the firm and its stakeholders. The course will discuss in depth the intricacies of innovation and new product development, and the problems faced by managers in this area. This course will equip you with the concepts, tools, methods and approaches relating to management of innovation and new product development. Active participation in this course will provide you with the opportunity to gain practical, real world experience in the application of these tools and approaches. Further, this course will help your ability to communicate your recommendation, ideas or solutions (oral and written).

INSTRUCTOR AND CONTACT INFORMATION

Wed 19:00 – 22:00
Class Location: RJC
Vidya Balkissoon, MBA
Instructor
balkissv@mcmaster.ca
Office: RJC
**RJC Office Hours: By
appointment at RJC**

Student TA
TA
xxxxxxx@mcmaster.ca
Office: RJC

Office:
Office Hours: TBD

Course website:

<http://avenue.mcmaster.ca>

COURSE ELEMENTS

Avenue:	Yes	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Participation:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Evidence-based:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Experiential:	Yes	Guest speaker(s):	Yes	Final Exam:	No		

COURSE DESCRIPTION

Innovation and new product development are keys to corporate growth and even survival. This course is about the management of innovation and new products. Topics covered include: innovation theories, innovation types, innovation diffusion, new products – idea to launch process, critical success factors & the keys to new product success; the new product process – a game plan from idea to launch; getting great new product ideas; picking the winners -- project selection & portfolio management; market information and customer input; designing the market launch plan; a new product strategy for the business. The course has a strong practical and applied orientation. This course is based on an executive course delivered to companies, and the field project is a major component of the course.

Course format: The course consists of a combination of lectures, class discussions, case discussions, class exercises and a major project. Lectures and class discussions focus on the text and reading materials, and provide the theoretical underpinnings of the course. Management problems, in the form of cases, are assigned to enable the student to apply his/her knowledge. Independent study is a major part of the course, as the project requires much out-of-classroom work done in teams.

The project is undertaken with a local or national organization. Students are expected to find the projects through their networking/work relationships. The project will be with a real company, and affords a great opportunity to apply your skills to real-world problems, and also to connect with folks in local/national firms. In the past several years, students gained tremendous real-life experiences while doing NPD projects with companies such as MDG, Kraft Foods, Bell Mobility, Sprint Canada, Stage-Gate Inc., Saint-Gobain Abrasives, HP Network Services, MMRI- McMaster, Vertek, Bryant, Turbo Green, Pioneer Family Pools, Embree Industries, Eli Lilly, Neptune Water, Stryker, Entiss, and others.

Global, Political and Social Perspectives: This course also takes into account the global, political and social perspectives while discussing new product development. Recent years have seen an increased debate and interest in understanding the business case of environmental responsiveness/sustainability among academia, industry, NGOs and public policy institutions in OECD countries. Environmental sustainability issues include challenges such as resource efficiency, dematerialization, reduction of waste and emissions leading to improved environmental performance and/or reduced environmental impact of new products coming to the market. In spite of the fierce debate about Kyoto protocol ratification and perceived difficulties in becoming green, businesses globally have recognized the need to respond appropriately to sustainable development challenge and, consequently, many have changed their business activities in new product development, marketing and corporate strategy. The course will look into the global, political and social trends as they affect new product development efforts in companies.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

1. Understanding theoretical bases of innovation
2. Understanding innovation typologies
3. Establishing a stage-gate based new product development process in your company
4. Formalizing a new product ideas generating process
5. Developing a sharp product definition for your future new product ventures
6. Putting in place the key metrics to measure NPD success
7. Prioritizing your projects to achieve a balanced portfolio that supports value maximization.
8. Selecting the right projects to maximize profit potential.
9. Building strong links to a robust new product strategy.

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and case materials

- <http://avenue.mcmaster.ca>

\$ FREE

- Book: There is no required book but you are strongly advised to have the following book (whichever addition is available and cheaper).
- This book covers a lot of content:
 - Crawford, Merle and Di Benedetto, C. Anthony, *New Products Management*, 8th edition, 2006/08, McGraw Hill- Irwin McGraw Hill.

OPTIONAL COURSE MATERIALS AND READINGS

Book: R. G. Cooper, *Winning at New Products- Accelerating the Process from Idea to Launch*, 3rd edition, Perseus Books (paperback).

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching for your presentations, cases, assignments and projects. All work will be evaluated both on an individual basis and group basis as required. In group work, members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

Assignment	One Written case report (group mark)	15%
Case Presentation	As assigned in the class-one case presentation per group in the course (group mark)	15%
Project	Company project report (group mark)	40%
	Company project presentation (group mark)	10%
Participation	In-class contribution during short cases discussion - no presentation or written report for these cases. (individual mark)	20%
Total		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

CASES FOR PRESENTATIONS, HAND-IN REPORT AND CLASS EXERCISES/DISCUSSIONS

CLASS ATTENDANCE: MANDATORY

Assessment: Written Case Report (Hand-in) 1:
GE-HealthyImagination Healthcare Systems Case

Assessment: Hand-in Report 2: The Company Project

THE COMPANY PROJECT

Students, working in teams of 4 people, are required to work on an independent-study project during the term with a local organization. Students are responsible for securing the project.

The project can be any facet of a new product initiative. Typically these have included:

- developing a marketing plan (launch plan) for a new product.
- solving one aspect of the marketing plan for a new product (e.g. a pricing problem).
- undertaking a feasibility analysis for a proposed new product (e.g., prior to Development).
- identifying market opportunities for a new product or new technology (e.g., defining the right target market).

The team must work with the company (or other organization) to define the problem, scope of project and work-plan in writing and get agreement from the company in writing. The project deliverables include a written report (1 copy). Many student teams also make presentations to management at their companies. Please submit a copy of the report to your company as well.

Important Notes:

1. Under no circumstances can students accept payment or a promise of a consulting project involving payment from the company. Covering out-of-pocket costs (e.g. travel, phone, purchased reports, typing, etc) is OK, provided you get this in writing ahead of time!
2. While market information is usually an integral part of any project, please note that this is not a course in marketing research; hence the project should not be strictly focused on a market research study.
3. The project must focus on a real company (or organization) and a real product or service within that organization. So that student projects are comparable, and can be judged fairly, projects must be consistent with the above guidelines. While interesting, the following projects are not consistent with course objectives, nor do they fall within the stated guidelines above (i.e. stay away from these!):
 - developing a strategy for a firm's total new product efforts (too broad; not really part of the course).
 - benchmarking a group of firms re. certain new product practices (requires special skills outside the course).
 - undertaking an audit of new product practices and performance within a firm (not consistent with goals of course).

Interesting, yes, but not within the scope of the course. Please avoid.
4. This project is designed to simulate a real new product project as much as possible. You are the project team. Establish goals, a plan and time line, deliverables, method of communication, rules of conduct, etc. This should be considered an independent study project, i.e., you are a self-managed team.
5. For purposes of presentation, all team members should be available for in-class presentations of their project – several times during the course.

Hint: Work with an established company. Start-up situations and one-person companies, while challenging, have typically yielded poor projects in the past (no information, poor direction, going bust, etc.). Similarly, be careful working with non-profit organizations – they too often suffer from lack of information, lack of good management direction for your team, etc.

Assessment: Case Presentations

Cases for the course will be assigned for each group that will be discussed in the class.

This course requires mandatory pre-reading of the cases as a case will be discussed each week.

All teams must pre-read each case BEFORE class. Be prepared to spend a minimum of 2 hours pre-reading per case.

Each team will be required to present one case only during the case. This will count for the case presentation marks. No written report is required to be submitted. Presentation hand-outs must be submitted during the presentation. The case will be assigned by the professor.

A separate schedule will be posted on Avenue along with assessment criteria.

Link to buy cases from Harvard Business School Publishing:

TO BE ANNOUNCED IN THE CLASS AND ON AVENUE

Participation

Name cards and class pictures are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed in front of you for every class.

A photograph of the class may be taken during class. This photograph will be used by the TA and the instructor to evaluate your participation. Therefore, once the photograph is taken, you **MUST** always attend that section of this course. If you continue to switch sections throughout the term, you will **NOT** be guaranteed any participation marks for those classes you attend outside your photographed section.

Instructors and TAs will feel free to cold-call on anyone at any time. Hence, it is imperative that you prepare for each and every case and reading. In general, contributions are evaluated in an ascending order from physically but not mentally present, to good chip shots, to quite substantial comments, to case cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using air-time involves an obligation to actually contribute. None of us has time for recitation of case facts, bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always answer the question so-what? Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions in each class.

Final Exam

There is no final exam in this course.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic

event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from

the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA M724 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

MBA M724
Innovation and New Products
Fall 2019- Course Schedule
(Wednesday: 7:00pm – 10:00pm; RJC xxx)

WEEK	DATE	LECTURES AND ASSIGNMENTS
1	Wed. Sept. 11	Introduction to the Course <ul style="list-style-type: none"> • Assignments and Assessments • Course Project on NPD • Innovation and New Products: Conceptualizing innovation and new products/services typologies • Discuss project requirements (Q&A) • Teams (groups) formation
2	Wed. Sept. 18	<p>Note: Final group details are due by September 18. (You are required to submit each member's name and email to our TA).</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Theories and frameworks of Innovation: Diffusion of innovation • New Product/Service Development Process (Stage-Gate Process)-Part 1 <p>Case Discussion:</p> <ul style="list-style-type: none"> • Acme Soda Pop (to be distributed in the class) • Written case assigned: GE Healthylmagination Healthcare Systems • Group Case presentations assigned <p>Readings:</p> <ol style="list-style-type: none"> 1. Merton, Robert C (2013), Innovation Risks, Harvard Business Review, April, pp. 48-96. 2. Bala Iyer and Thomas H. Davenport (2008), Reverse Engineering Google's Innovation Machine, <i>Harvard Business Review</i>, April.

3	Wed. Sept. 25	<p>Company Project Updates:</p> <ul style="list-style-type: none"> • A short presentation (2-3 slides, 10 mins) from the teams on the New Product Course Projects. <p>Lecture:</p> <ul style="list-style-type: none"> • Incumbent's advantage or curse • Pioneer's advantage <p>Case Discussion:</p> <ul style="list-style-type: none"> • Geox Shoes (to be distributed in the class)
4	Wed. Oct. 2	<p>Lecture:</p> <ul style="list-style-type: none"> • Network externalities in innovation • New Product/Service Development Process (Stage-Gate Process)-Part 2 <p>Case Discussion:</p> <ul style="list-style-type: none"> • Case presentation: group 1
5	Wed. Oct. 9	<p>Lecture:</p> <ul style="list-style-type: none"> • Sources of Innovation: Manufacturer, customer-centric and open & closed innovation; outsourcing for innovation; Collaboration for innovation <p>Case Discussion:</p> <ul style="list-style-type: none"> • Case presentation: group 2 <p>Readings for the week:</p> <ul style="list-style-type: none"> • Boudreau, Kevin J and Lakhani, Karim R (2013), Using crowd as an innovation partner, <i>Harvard Business Review</i>, April, pp. 60-69. • Lance A. Bettencourt and Anthony W Ulwick (2008), The customer-centered innovation map, <i>Harvard Business Review</i>, May. • Mohanbir Sawhney and Emanuela Prandelli (2000), "Communities of creation: Managing distributed innovation in turbulent markets", <i>California Management Review</i>, Summer 2000; 42, pg. 24

6	Wed. Oct. 16	<p>Lecture:</p> <ul style="list-style-type: none"> • Concept Generation and New Product Ideas: Methods and Approaches • Concept Testing and Evaluation: Tools and Techniques <p>Guest Lecture (TBD)</p> <p>Case Discussion:</p> <ul style="list-style-type: none"> • Case presentation: group 3 <p>Readings:</p> <ul style="list-style-type: none"> • Jeffrey Cohn, Jon Katzenbach and Gus Vlask (2008), Finding and Grooming Breakthrough Innovators, <i>Harvard Business Review</i>, December.
7	Wed. Oct. 23	<p>Lecture:</p> <ul style="list-style-type: none"> • New Product Portfolio Management: Methods and Models <p>Case Discussion:</p> <ul style="list-style-type: none"> • Case presentation: group 4 <p>Readings:</p> <ul style="list-style-type: none"> • Bansi, Nagji, Tuff, Geoff (2012), Managing your Innovation Portfolio, <i>Harvard Business Review</i>, May, pp. 66-74.
8	Wed. Oct. 30	<p>Lecture:</p> <ul style="list-style-type: none"> • Design Thinking and Role of Product Design in Product Innovation <p>Case Discussion:</p> <ul style="list-style-type: none"> • Case presentation: group 5
9	Wed. Nov. 6	<p>Lecture:</p> <ul style="list-style-type: none"> • Product economics • New product demand and forecasting estimation • Setting prices for new products <p>Guest Lecture (TBD)</p> <p>Case Discussion:</p> <ul style="list-style-type: none"> • Case presentation: group 6

10	Wed. Nov. 13	<p>Lecture:</p> <p>Commercialisation, New Product Launch and Digitalization</p> <ul style="list-style-type: none"> • Building brands • Advertising • Role of sales function • B2C launch • B2B launch • High-tech consumer product launch • Role of social media • Is it a product or a service? <p>Guest Lecture (TBD)</p>
11	Wed. Nov. 20	<p>Lecture:</p> <ul style="list-style-type: none"> • Part (i): Corporate culture for innovation: Capabilities, climate, structure and champions • Part (ii): New product innovation performance: Metrics and measurement <p>Case Discussion:</p> <ul style="list-style-type: none"> • Genzyme: The Renvela Launch Decision • Written Case is due <p>Readings:</p> <ol style="list-style-type: none"> 1. Corporate Imagination and Expeditionary Marketing (HBR, Hamel and Prahalad, Jul/Aug 1991) 2. <u>Turn customer input into innovation, <i>Harvard Business Review</i>, Boston; Jan 2002; Anthony W Ulwick, pp 91-97</u> 3. <u>Customers as innovators: A new way to create value, <i>Harvard Business Review</i>, Boston; Apr 2002; Stefan Thomke; Eric von Hippel; pp. 74-81</u>
12	Wed. Nov. 27	<p>COMPANY PROJECT PRESENTATIONS (3 groups):</p> <ul style="list-style-type: none"> • 30 minutes/team plus 10 Minutes of Q/A <p>SUBMISSION OF COMPANY PROJECT</p> <ul style="list-style-type: none"> • Submit the report in PDF format on email to Professor by midnight

13	Wed. Dec. 4	<p>COMPANY PROJECT PRESENTATIONS (3 groups):</p> <ul style="list-style-type: none"> • 30 minutes/team plus 10 Minutes of Q/A <p>SUBMISSION OF COMPANY PROJECT</p> <ul style="list-style-type: none"> • Submit the report in PDF format on email to Professor by midnight
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ABOUT THE INSTRUCTOR

Vidya Balkissoon, MBA, B.Sc. Hons., is a Sessional Instructor of Marketing at DeGroote School of Business, McMaster University. She has extensive experience in neuroscience research, new product launches and brand management. Vidya has over 17 years of marketing leadership in customer insights, marketing strategy, market research, insights generation, strategic brand planning, positioning, messaging, sales training, leading and coaching teams.

While working with Diageo, Novartis, Publicis Health, Boehringer Ingelheim, Mylan, Janssen, Rexall and UCB, she has led multiple launch brands, customer journeys and brings real world expertise to the course. She has demonstrated leadership with VPs, marketing directors, global brand teams, agencies and cross-functional teams through challenging brand situations, go-to-market and multi-channel strategy, ensuring team alignment to achieve collective goals upon execution. She has also been the recipient of numerous company awards.

Vidya is the Principal of LEAD Branding Strategic Consultants that specializes in helping companies with an array of strategy, insights, marketing, market research and training needs. She holds her MBA in Strategy and Marketing from Schulich School of Business as well as a Bachelors of Science, Honours in Biochemistry and Neuroscience from the University of Toronto.