MKTG 554 A/B | Strategic Product Management | Autumn 2023

General Information

Instructor: Jenne Pierce ([bio](#))

Email: jenne@uw.edu (response time typically within 24 hours; if no reply after 48 hours please send a follow-up note to make sure I saw your message)

Class location:

- Paccar 394

Office hours:

- In-person: Thursdays 4:30 - 5:30 (Founders Hall - 280)
- Virtual: Book an appointment on my calendar

Course Material

1. We will use articles, videos and books found online, including several from [O'Reilly publishing](#), which you can access for free with your UW Net ID.
2. Course pack of six case studies from Harvard Education

Learning Outcomes

- Gain an understanding of the Product Management role: its typical scope, the competencies it requires, and the varied forms that it might take
- Acquire a collection of frameworks for identifying and prioritizing product opportunities
- Craft and communicate a compelling product vision
- Gain a solid understanding of key Agile/Scrum concepts - indispensable to work efficiently with engineering teams
- Learn key go-to-market concepts relating to the product management role: pricing, sales, product marketing

Grading

This course will be assessed in equal parts on individual and group work. Final grades will be curved up/down as a group to adhere to the median grade expectation for Foster MBA elective courses (3.5).

Table listing points for each team-based assignment		
Team-based assignments	**% of grade**	**# of points**
Case Study	10%	40
Lean Canvas	20%	80
PR/FAQ	20%	80

Table listing points for each individual-based assignment		
Individual assignments	**% of grade**	**# of points**
Participation	30%	120
Quizzes	10%	40
Peer Reviews	10%	40

Total possible points: 400

Grading Scale

95% and above: 4.0

94%: 3.9

93%: 3.8

and so forth…

Group Work

There will be ~5 teams of 4-6 members each. You have two options for getting assigned to a team:

a. Form a team with classmates - if you choose this route advise me of the team roster by midnight **Oct. 1**
b. Get randomly assigned to a team - this will happen on Oct. 2 for anyone not already on a roster

If you form a team with classmates, I may add participants to your team to level numbers out. We will fall back to random team assignment if team formation proves too drama-filled.

Teams will work together to produce the team-based assignments AND discuss all cases. Teams are expected to organize themselves regarding how/when to collaborate - just like in the work world. See the note below regarding peer reviews.

Participation

You must participate in class in order to make the discussions interesting, insightful, and fun. Such participation in encouraged across the course, but is particularly important in the many case study discussions that will be sprinkled throughout the course.

However, there is no need to contribute in every session. Some of the best contributors are those who participate in a subset of the sessions, but whose comments are always insightful and compelling. The key issue is one of quality, not quantity.

We should work together to make each class session a lively, stimulating, and intellectually rewarding venture in group learning. The best classes are those that are highlighted by an interactive discussion about the potential product opportunities that arise from course concepts. As such, we are all co-producers of knowledge.

In order to participate meaningfully, it is crucial that you (a) discuss all case studies in advance with your team (b) individually pre-read through all the readings / pre-watch all the videos that have been assigned for a particular class.

Below is a description of how your class contributions will be calibrated:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes a fruitful direction for class discussion. Arguments, when presented, are generally well substantiated and are often

persuasive. If this person were not a member of the class, the quality of discussions would be diminished considerably.

Satisfactory Contributor: Contributions in class reflect adequate preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the class. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of discussions would be diminished somewhat.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few useful insights, and rarely offer a constructive direction for the class. Class contributions are few and far between. Many contributions are "cherry picking" efforts making isolated, obvious or confusing points. If this person were not a member of the class, the quality of discussions would not be changed or perhaps even improved.

Peer Reviews

50% of this course is based on teamwork. Teams are a mixed bag. There are team members you will really like working with, and others you're not going to be able to stand. This is reflective of how real-life work scenarios work too, so it is good training for your professional life.

Just like in professional life in the tech industry (where it is common to be evaluated based on peer feedback at the end of every year), it's only fair that your team members assign you an individualized grade based on the quality of your teamwork. What we don't want happening is for a few team members to bear the brunt of every assignment while some others might be free-loading - and through the mechanism, we'll make sure that, at the very least, free-loaders are sanctioned by their team-mates.

Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the

interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.eduLinks to an external site.](disability.uw.edu).

Religious Accommodations Policy

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/Links to an external site.](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form at [https://registrar.washington.edu/students/religious-accommodations-request/Links to an external site.](https://registrar.washington.edu/students/religious-accommodations-request/).

Code of Conduct

- By being a student in this course, you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards.
- You should treat communication in class and with me via email as a practice for communicating in a professional environment. Note, however, that it is not necessary to address me as "Professor," instead you may address me using my first name. In professional environments, communication via email should always be polite and succinct. For general communication it is best to email me at the address I have listed above. I will generally respond to emails within a day; if you have not heard back from me in 48 hours, please contact me again.

Use of Generative AI

In general, I encourage appropriate use of generative AI tools. As a working professional you will have access to these applications and will likely benefit from learning how to use

them effectively, so it makes sense to begin practicing with this relatively new technology in a learning environment. That said, remember to assume information from automated sources is inaccurate until proven otherwise, remember to always carefully review generated content, and recognize that any material you submit will be attributed to you as the author and graded accordingly. Whether the content was directly created with the assistance of automation or not, its accuracy and quality is your full responsibility.

Additionally, note that similar prompts result in similar output. If multiple students turn in substantially identical material (indicating that little or no effort was put into refining the first draft output from a generative AI tool), all affected assignments will be materially downgraded or not accepted depending on the extent of the similarity. Edit your work yourself and be sure to present evidence of your own original thinking and analysis to avoid this risk.

Finally, please remember to disclose when and how automated tools were used in completing your work. Failure to do so is a violation of UW Academic Misconduct policy. Additionally, remember that any material submitted to AI tools like ChatGPT as part of a prompt may be viewed and used by others and therefore it is critically important that you do not use any confidential or private material in your prompts (for example, confidential information from a client company).