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### MKTG 460.01: Marketing of High-Technology Products and Innovations

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Hightecsyll, Fall03

**MKTG 460**  
**Marketing of High-Technology Products and Innovations**

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**Professor Mohr**  
**Phone: 243-2920**  
**Office: Room 306**

**Office Hours: Tuesday, 2:10-3:30**  
**Wednesday, 2:10-3:30**

**Classroom: GBB L04**  
**Time: 9:40 – 11:00**  
**Tues./Thurs.**

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**Required Textbook:** Mohr, Jakki (2001), *Marketing High-Technology Products and Innovations*, Upper Saddle River, NJ: Prentice-Hall. Accompanying Web site: [www.markethightech.net](http://www.markethightech.net)

**Required Reading Packet and Notes:** Available at the UC.

**Course Objectives:** Marketing of high-technology products occurs in turbulent environments, and requires rapid decision making with incomplete information. Innovations are introduced at frequent intervals, research-and-development spending is vital, and there are high mortality rates for both products and businesses.

This class will explore concepts and practices related to marketing in this unique, fast-paced environment, including the following:

- the defining characteristics of high-technology industries
- different types and patterns of innovation, and their marketing implications
- the need for (and difficulties in) adopting a customer-orientation
- tools used to gather marketing research/intelligence in technology-driven industries
- use of strategic alliances and partnerships in marketing technology
- adaptations to the “4 p’s”
- regulatory and ethical considerations in technological arenas.

Rather than focusing on a specific high-technology industry, the class is designed to explore a range and diversity of industries and contexts. However, because a large majority of such high-tech products are used by business customers (as opposed to consumers in personal households), many of the underlying principles for this class will draw from theories of *business-to-business marketing*, modifying them as appropriate for the high-tech environment. Issues for both small and big business will be addressed.

The course will provide a balance between conceptual discussions (based on readings of concepts and practices) and applied/hands-on analysis (industry analyses, cases, guest speakers, and a semester project).

**Pre-Requisite:** The pre-requisite for this course is a Principles of Marketing course. Because we will be discussing how basic marketing concepts and practices are adapted for and used in a high-tech environment, basic knowledge of these marketing concepts is required. Please see me if you would like to borrow a basic book to review basic concepts.

**Educational Philosophy:** "I hear and I forget; I see and I remember; I do and I understand"  
--Chinese Proverb

This statement captures my educational philosophy very well. I believe that a classroom environment which stimulates active learning will enhance understanding, retention, and future utilization of the

material. As such, this course will utilize a variety of tools, including discussions, presentations, and reports, designed to facilitate the "doing" component of learning. I see my role as the facilitator of student learning. It is the student's job to actively participate, to be involved, to come to class prepared to learn.

This philosophy also mirrors the mission statement of the Business School:

"The faculty and staff of the School of Business Administration at The University of Montana-Missoula are committed to excellence in innovative experiential learning and professional growth through research and service."

**Course Requirements:** (Each is explained below in detail)

Industry Presentation		
Or Case Presentation	17%	100 points
Class Participation	17%	100
Semester Project	26%	150
Two Exams	34%	200
Current Events Presentation	6%	35
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Totals	100%	585 points

**Code of Conduct:** I assume that students are familiar with the Student Conduct Code, especially as it pertains to academic misconduct. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

**Semester Project and Industry Presentation:** Students will work in pairs (or at most, groups of 3) (the same group for both the semester project and industry presentation); each group will select an actual firm with a high-tech marketing problem. The industry presentation provides an overview of your high-tech client's industry. *Please have formed your groups by Tuesday, Sept. 16, when I will pass a sign-up sheet.*

**Semester Project (150 points):** See the hand-out on semester projects. You will need to identify the topic for your paper by Sept. 16. A proposal for the topic of your paper is due by Thursday, Sept. 25. The proposal for the projects will need to be specified in some detail so that I can ascertain the appropriateness and scope of the problem you will be working on. I am happy to advise you on these projects (i.e., discussing the idea, looking at outlines, etc.)—just ask. Each team member will submit a confidential peer evaluation of the other members of the group. Roughly 10% of your grade will be based on this peer evaluation.

**The final papers will be due at the start of the final exam period, 10:00 a.m., Wed., December 17.**

Although paper length is not a big concern to me (rather, quality of your paper is my concern), I would envision most of these projects to be in the 25-30 page length, with Bibliography (suggested format below) Figures/Charts, Appendix, etc.

*Remember that this is a project for your High-technology Marketing class, so you should definitely include class concepts and clarify the implications for marketing as you write your paper.*

**Industry Presentations** (100 points): (This is an oral presentation only; you do not need to submit a written paper.) Presentations should be roughly 20 minutes, with 10 minutes for Q&A from the class to follow. The dates for the presentations by each group are listed on the tentative class schedule, p. 6. Your group will need to select three possible dates you are willing to give your presentation by Sept. 18. See the hand-out on industry presentations for more detail. Each team member will submit a confidential peer evaluation of the other members of the group. Roughly 10% of your grade will be based on this peer evaluation. Please provide me with a copy of your powerpoint slides and a bibliography for the source of your information prior to your presentation. Also, please attach this information as an appendix to your written semester project.

**Exams** (100 points each): Exams will include a mix of multiple choice questions, asking for factual knowledge about the readings and material covered during the semester, and essay questions, focusing on your ability to integrate, synthesize, and critically interpret the material. Other short answer questions will be application in nature, asking you to apply your knowledge to analyze and solve a particular firm's marketing problems.

**\* \* No late exam or make-up will be given. \* \***

**Class Participation** (100 points): In order to stimulate active learning, class time will be heavily discussion-oriented. Obviously, the quality of a discussion class is a function of the quality of each student's preparation.

*I am most interested in your ability to demonstrate learning of class concepts (from the readings), which could include description/elaboration on concepts in readings (for example, see suggested discussion questions in class packet), an application of class concepts to current events (i.e., show how class concepts relate to current events, or analyze current events in terms of class concepts), and/or a critical assessment of class concepts (i.e., conditions under which they would be more or less useful, and why). Because we are here for the purposes of learning, it is entirely appropriate to ask provocative questions as part of the learning process.*

*My evaluation stresses the thoughtful, meaningful contributions to class discussions and not the quantity of participation per se. Quality participation is based on the quality of the insights exhibited, the student's ability to maintain continuity of discussion (i.e., pays attention to existing discussion/prior comments) and answer follow-up questions (which requires some degree of thought about the material—above and beyond mere reading--prior to class). Finally, your contribution to the spirit of the class (contributes to a positive learning environment) is also important.*

Please ask me for feedback concerning your participation at any point during the semester.

**Current Events Oral Presentation:** (35 points) The objective of the presentation is, first and foremost, to provide students an opportunity to practice and hone their public speaking skills. Secondly, the presentation gives each student the opportunity to apply a class concept to a particular firm or industry. Third, the student gains exposure to various trade publications in the course of selecting the article for their presentation.

Each student will select a topic on which they will give a 5-minute oral presentation. A sign-up sheet will be passed the first week of class. Students will select a topic for their presentation and a corresponding presentation date. No make-up orals are scheduled. (see next page for more information.)

For the oral presentation, the student should find an article that describes how a company or an industry is utilizing a particular marketing tool or class concept in its business marketing strategy. I do not recommend reviewing an article that provides a generic list of concerns on a particular topic (i.e., 10 things to consider in telemarketing).

During the 5-minute oral presentation, the student should:

- a. provide a brief summary of the article (1 minute)
- b. specifically identify and discuss how the article relates to class concepts (2 minutes)
- c. provide a critical analysis of whether or not the strategy described in the article is being appropriately used, given your understanding of the strategy based on class concepts (2 minutes). For example, you may come to the conclusion that IBM needs to work on its customer relationships by improving communication with its dealers, and merely advertising its commitment to a customer-focus will be insufficient.

In your critical analysis, please show an ability to offer specific suggestions for improvement, based on the class concepts you have identified in (b) above.

Each student must turn in a copy of the article to me the day prior to their talk, along with a 1-page summary of their presentation.

*Grading for the oral presentation:*

- 5 points summary
- 10 points specific tie to class concepts
- 10 points critical insight
- 10 points communication style (articulation, voice inflection, eye contact, speaking slowly and clearly, organization of material, etc.)
- 
- 35 points TOTAL

**Semester Grading:** I grade on a normal curve (90+ = A, 80-89=B, and so forth). Your final letter grade in the class is based upon the distribution of total points at the end of the semester.

**Extra Credit:** Students may submit by 3:30 in the afternoon one week prior to each exam up to three multiple-choice questions that I will consider using on the exam. Any material is fair game: textbook, speakers, articles, films, class discussion. If I use your question(s), you will receive extra credit in the amount equal to the multiple-choice value of those points on the exam. An added bonus: You'll likely get that exam question correct. If I use only a portion of your question, you will receive partial points. No late questions accepted. Don't put me in an awkward position by even asking—it is not fair to me or your peers.

<b>Tentative Course Outline of Dates/Topics</b>		<b>Chapter</b>
Tues. Sept. 2	Introduction: Characteristics of High-Tech Environment	1
Thurs Sept. 4	Types of Innovation <b>Sign up for Current Events (individual) presentations</b>	1 (Cont.)
Tues. Sept. 9	Strategy and Corporate Culture in High-Tech Firms	2
Thurs. Sept. 11	(Cont.) <b>Packet Reading: "The E-Biz Surprise"</b>	
Tues. Sept. 16	Relationships and Alliances in High-Tech Firms	3
Thurs. Sept. 18	<b>Groups formed, company for semester projects selected</b> Market/Customer Orientation and R&D/Marketing Interaction <b>Groups select date for industry presentations</b>	4
Tues. Sept. 23	Overview of Web page development	Ch. 11, pp. and Appendix
Thurs. Sept. 25	Web page development <b>Proposals for semester projects due</b>	<b>Packet Reading: The Linux Uprising</b>
Tues. Sept. 30	High-Tech Marketing Research Tools	5
Thurs. Oct. 2	High-Tech Customer Behavior	6
Tues. Oct. 7	Film: Crossing the Chasm	
Thurs. Oct. 9	Exam Review <b>Packet: "Wi-Fi Means Business"</b> <b>Turn in Self-evaluation of participation</b>	
Tues. Oct. 14	<b>EXAM 1</b>	
Thurs. Oct. 16	Product Development and Management in High-Tech Firms	7
Tues. Oct. 21	Intellectual Property Issues (Ch. 7 continued)	<b>Packet: "The End of Software"</b> Optional: Web at your Service
Thurs. Oct. 23	Group Industry Presentations	
Tues. Oct. 28	Group Industry Presentations	
Thurs. Oct. 30	Distribution Channels in High-Tech Markets	8
Tues. Nov. 4	<b>Packet: "The Next Web"</b>	
Thurs. Nov. 6	Group Industry Presentations	
Tues. Nov. 11	<b>No Class</b> —Veteran's Day	
Thur. Nov. 13	Pricing Considerations	9
Tues. Nov. 18	Advertising and Promotion	10
Thur. Nov. 20	(Continued) <b>Packet Reading: The Five Biggest Trends in Tech</b>	
Tues. Nov. 25	E-commerce and Internet Marketing	11
Thurs. Nov. 27	<b>Happy Thanksgiving!</b>	

Tues. Dec. 2	Ethical and Regulatory Issues	12
Thur. Dec. 4	Big Picture Assignments/Exam Review	
Tues. Dec. 9	<b>Exam II</b>	
Thurs. Dec. 11	Required class	

**Final Projects Due: Start of the final exam period, 10:00 a.m., Wednesday Dec. 17 in my office.**

**Packet Readings:**

Mullaney, Timothy (et al.) (2003), "The E-Biz Surprise," *Business Week*, May 12, pp. 60-66.

Greene, Jay (2003), "The Linux Uprising," *Business Week*, March 3, pp. 78-86.

Green, Heather (2003), "Wi-Fi Means Business," *Business Week*, April 28, pp. 86-92.

Port, O. (2002, March 4), "The Next Web," Business Week, 95-101.

Drummond, M. (Winter 2002), "The End of Software As We Know It," Fortune/CNET Tech Review, 52-62.

Kerstetter, J. (2002, March 18), "The Web at Your Service," Business Week, 11-16.

Kirkpatrick, David (2003), "The Five Biggest Trends in Tech," *Fortune*, April 10.

Students in past semesters have said these outside readings lend much value to the class as a whole.

## Self-Evaluation of Class Participation

Name: \_\_\_\_\_

(Due Thursday, Oct. 9)

Class Participation is a function of:

- Level of preparedness (ranging from a consistently thorough reading of each chapter with written comments for discussion thought-out in advance, to typically just reading the chapters, to essentially no preparation before class)
  - (Remember, if you don't participate, I can't gauge this.)
- Elaboration of class concepts, and tying of examples to class concepts
- Maintaining continuity of discussion
- Asking follow-up questions
- Attendance

1. Please assign yourself a participation grade based on a 5-point scale, where

5 = Consistently High on all attributes listed

1 = Consistently Low on attributes listed

My Score: \_\_\_\_\_

What are you doing that you think is very good with respect to your participation record?

What are you doing that you think is not as good as you wish it were with respect to your participation record? What steps will you take to improve it?



**Summary and Wrap-Up**  
Due Thursday, December 4

**Name:**

We've covered a lot of ground this semester. Think back over the various topics we've covered and concepts you've learned.

Identify the three concepts you learned which are the most important to marketing of high-tech products. Elaborate.

Which speakers were most useful? Why?

Create a one-page schematic to organize the topics/concepts we covered this semester, to better identify their inter-relationships and effects on each other (turn one in to me).

**Peer Evaluation Form--Semester project: Confidential**

Please specify (in terms of percentages) the relative allocation of work/effort/commitment that you and your partner devoted to your project. The percentages must sum to 100%. For example, if each partner devoted an equal amount of effort to the project, assign each partner 50%.

	<b>Percentage Allocated</b>
My Name: _____	_____
Partner1: _____	_____
Partner2: _____	_____
Partner3: _____	_____
Partner4: _____	_____
Total	100%

**Peer Evaluation Form—Industry Presentation/Case Analysis: Confidential**

Please specify (in terms of percentages) the relative allocation of work/effort/commitment that you and your partners devoted to your group presentation. The percentages must sum to 100%. For example, in a two-person group, if each partner devoted an equal amount of effort to the project, assign each partner 50%.

	<b>Percentage Allocated</b>
My Name: _____	_____
Partner1: _____	_____
Partner2: _____	_____
Partner3: _____	_____
Partner4: _____	_____
Total	100%