

Course Information:

- Winter Quarter 2018
- Lecture-discussion
- Section: 801
 - Class number: 26122
 - Meeting Time: Meeting time: Tu 5:45PM - 9:00PM
 - Location: LEWIS 01516 at Loop Campus
- Section: 810
 - Class number: 26123
 - Meeting time: -
 - Location: N/A at Online Campus

Instructor Information:

- Instructor: Mike Edmonds
- Office Hours: (please email me to schedule an appointment)
 - Tu 5:15-5:45PM, CDM 428
 - Mo 5:00-6:00PM, CDM 428
- Email: mike.edmonds@depaul.edu Telephone: 312.574.0633 (Skype: michaelledmonds5)

Course Description:

This course focuses on the central role of the Product Manager in creating and sustaining compelling products and services throughout the product lifecycle. Special emphasis is placed on the creation and management of intangible technology products and services throughout the entire product management lifecycle. Product managers act as the focal point for value creation within their organizations leading cross functional product activities from the conception of an idea to the ultimate product retirement. Topics include: understanding the role of the digital product manager within customer-centric product teams, digital product manager deliverables (e.g. roadmaps, vision, objectives), discovery and delivery processes (e.g. design thinking, agile/scrum, Lean Startup), the Design Sprint process.



PREREQUISITE(S): None

Textbooks:

- INSPIRED: How to Create Tech Products Customers Love – Second Edition. Cagan, John Wiley & Sons, Inc., 2018. ISBN: 978-1-1193-8750-3 (available on Amazon: <http://a.co/5ZAojvw>)
- Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days. Knapp, Simon & Schuster, 2016. ISBN: 978-1-5011-2174-6 (available on Amazon: <http://a.co/8V8HZbL>)

We'll also be referencing the following FREE book regarding Scrum:

- A Guide to the Scrum Body of Knowledge. 2016 SCRUMstudy, a brand of VMEdU, Inc. ISBN: 978-0-9899252-0-4 (available via: <https://www.scrumstudy.com/SBOK/SCRUMstudy-SBOK-Guide-2016.pdf>)

Course Learning Outcomes:

Undergraduate students will be able to:

1. Articulate the role of Digital Product Manager (DPM) including the key responsibilities, characteristics, and skills for achieving success.
2. Describe the relationship between a DPM and other key roles on product teams including user experience, product design, engineering, product marketing, and support roles.
3. Apply the principles and techniques of product discovery and delivery processes including product framing, planning, ideation, prototyping, and user validation.
4. Apply the principles and techniques of Design Thinking including empathy-based research, user personas, customer journey maps, how might we statements, and research plans.
5. When confronted with a big problem with a high degree of uncertainty, students will be able to apply the principles and techniques of the Design Sprint process developed by Google Ventures.
6. When presented with an opportunity to participate in a product discovery process, students will be able to create key deliverables such as a product vision statement, market requirements document (MRD), product requirements document (PRD), product roadmap, and objectives & key results (OKRs).
7. Apply the principles and techniques of the Lean Startup process including the Minimum Viable Product (MVP), the Build-Measure-Learn loop, pivot vs. persevere, and leap of faith assumptions.



8. Apply the principles and techniques of the Scrum methodology as a means for delivering digital products at scale.

In addition to course learning outcomes 1-8, graduate students will be able to:

9. When a business is faced with uncertainty about where to take a digital product, students will be able to create a prioritization matrix to help businesses of decide where to apply focus, effort, and investment.
10. When a business must create and validate a business model for a digital product, students will be able to create a business model canvas to help businesses understand and validate the nine core elements of a digital product business model, including the value proposition, customer segments, channels, customer relationships, revenue streams, partners, key activities, key platforms, and cost structures.

Weekly Reading:

This weekly reading breakdown is subject to change based on the progress of the course. Please refer to D2L for updates to the weekly reading assignments.

Date	Theme	Required Reading for Class	Learning Outcomes
1/2/18	Course Introduction	None	1
1/9/18	DPM Role and Team Structure	<p>Required:</p> <ul style="list-style-type: none"> • <u>Inspired</u>: Parts 1-2, pages 1-103 • <i>Product Managers for the Digital World</i>: https://www.mckinsey.com/industries/high-tech/our-insights/product-managers-for-the-digital-world • <i>Why the Product Manager is the Collaborator in Chief</i>: http://www.moonshot-io.com/2017/06/23/why-the-product-manager-is-the-collaborator-in-chief/ <p>Suggested:</p> <ul style="list-style-type: none"> • <i>Product Manager You Are A...Janitor</i>, 	1, 2



		<p>Essentially: https://medium.com/all-things-product-management/product-manager-you-are-664d83ee702e</p> <ul style="list-style-type: none"> • <i>Mind the Product</i>, an interview podcast with Martin Eriksson: https://blog.intercom.com/mind-the-product-martin-eriksson/ • <i>Project Manager vs. Product Manager</i>: http://brainmates.com.au/brainrants/project-manager-vs-product-manager/ 	
1/16/18	DPM Discovery Processes	<p>Required:</p> <ul style="list-style-type: none"> • <i>Inspired</i>: Part 4, pages 159-283 • Know Your Customers' "Jobs to be Done": https://hbr.org/2016/09/know-your-customers-jobs-to-be-done • <i>Introduction to Customer Development</i>: https://www.slideshare.net/startuplessonslearned/introduction-to-customer-development-at-the-lean-startup-intensive-at-web-20-expo-by-steve-blank <p>Suggested:</p> <ul style="list-style-type: none"> • The Power of Observation: How More Companies Can Have 'Aha!' Moments: https://gigaom.com/2012/09/15/not-enough-time-to-save-time-the-value-of-rapid-ethnography/ 	3
1/23/18	Design Thinking Introduction and Design Sprints	<p>Required:</p> <ul style="list-style-type: none"> • <i>Design Thinking 101</i>: https://www.nngroup.com/articles/design-thinking/. • <i>Stop Brainstorming and Start Sprinting</i>: https://medium.com/@jakek/stop-brainstorming-and-start-sprinting-16180839b43d • <i>Sprint</i>: Set the Stage, Monday, and 	4, 5



		Tuesday – pages 1-126	
1/30/18	Design Sprints Deep Dive	<p>Required:</p> <ul style="list-style-type: none"> <u>Sprint</u>: Wednesday, Thursday, Friday, and Liftoff – pages 127-231 <p>Suggested:</p> <ul style="list-style-type: none"> Browse this site: https://sprintstories.com/ 	5
2/6/18	DPM Deliverables	<p>Required:</p> <ul style="list-style-type: none"> <u>Inspired</u>: Part 3, pages 107-155 <p>Suggested:</p> <ul style="list-style-type: none"> <i>Guide to Product Planning: Three Feature Buckets</i>: https://adamnash.blog/2009/07/22/guide-to-product-planning-three-feature-buckets/ 	6
2/13/18	The Lean Startup	<p>Required:</p> <ul style="list-style-type: none"> <i>Why the Lean Startup Changes Everything</i>: https://hbr.org/2013/05/why-the-lean-startup-changes-everything <i>An MVP is not a Cheaper Product, It's About Smart Learning</i>: https://steveblank.com/2013/07/22/an-mvp-is-not-a-cheaper-product-its-about-smart-learning/ <u>SCRUM</u>: Sections 1-3, pages 1-64 <p>Suggested:</p> <ul style="list-style-type: none"> Podcast, Steve Blank on the Lean Startup: http://blog.strategyzer.com/posts/2016/10/4/bootcamp-exclusive-steve-blank-on-lean-startup-inside-big-companies-more 	7, 8
2/20/18	Scrum Deep Dive	<p>Required:</p> <ul style="list-style-type: none"> <u>SCRUM</u>: Sections 8-12, pages 133-268 	8



		<p>Suggested:</p> <ul style="list-style-type: none"> • <i>Agile Planning and Estimation:</i> https://www.mountaingoatsoftware.com/uploads/presentations/Agile-Estimating-Planning-Agile-Development-Practices-2008.pdf 	
2/27/18	Product Prioritization and The BMC	<p>Required:</p> <ul style="list-style-type: none"> • <i>20 Product Prioritization Techniques:</i> https://foldingburritos.com/product-prioritization-techniques/ • The Business Model Canvas: https://en.wikipedia.org/wiki/Business_Model_Canvas <p>Suggested:</p> <ul style="list-style-type: none"> • Business Model Video Cases (CVS, Xiaomi, Fujifilm, Amazon Prime, and Lego): http://blog.strategyzer.com/posts/2016/10/24/essential-strategyzer-video-cases-to-help-you-with-business-model-innovation • <i>How to Model a Multi-Sided Business:</i> https://blog.leanstack.com/how-to-model-a-multi-sided-business-60f2d7613e39 	9, 10
3/6/18	Buffer	Let's plan on using this class to address key topics from previous sessions that we weren't able to cover in adequate detail	TBD
3/13/18		Final Exam	

Course Structure:

You're expected to play a very active role in this course. Your participation will be crucial to your learning experience. A lot of questions will be asked and I encourage you to ask questions throughout the quarter. This will benefit both you and your classmates. When confused or frustrated about a topic, use your professor and your peers as a



resource. You'll be surprised how much you'll learn from your classmates as this class has a mix of both undergraduate and graduate participants. In addition to our in-class discussions, you'll be asked to read course materials in advance of each lesson. Make sure you plan ahead and budget your time accordingly.

Grading:

- Attendance: 20% (remote students will participate in a discussion forum)
- Quizzes: 30%
- Final 50%

Final: The final for our class is scheduled, according to the University calendar. The detailed structure of the final exam will be communicated to you at least one week before this date.

Grading Standards:

Letter Grade	Minimum % of Total Points	Letter Grade	Minimum % of Total Points
A	92.00	C	72.00
A-	90.00	C-	70.00
B+	88.00	D+	68.00
B	82.00	D	60.00
B-	80.00	F	0.00
C+	78.00		

Incomplete Grade:

An incomplete grade is given only illness, etc. Any such reason must weeks before the final, and approved by the Dean of the School of Computing and Digital Media. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

Changes to the Syllabus:

This syllabus is subject to change as necessary during the quarter. If it occurs, it will be thoroughly addressed during class.



Academic Integrity and Plagiarism:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

Academic Policies:

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>.

Please refer to the following link regarding the latest version of the 2017-2018 Academic Calendar: <https://offices.depaul.edu/aaa/academic-calendar/Pages/Full-Year-2017-2018.aspx>.

Attendance:

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course.

Class Discussion:

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers.

Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude:

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Dean of Students Office:

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally, we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at <http://studentaffairs.depaul.edu/dos>.

Civil Discourse:

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students office to assist in managing such issues.

Online Teaching Evaluations:

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your

comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Internet-Enabled Devices: For Learning Only:

While in the classroom, internet-enabled devices such as laptops, tablets, smartphones, and smartwatches can ONLY be used for the purpose of learning as required by the instructor. No texting, emailing, or web browsing is allowed in the classroom. Violation will result in losing all of the 10% class performance grade.

Students with Disabilities:

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

Writing Center:

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

