

COURSE INFORMATION

Course title:	New Product Development		
Course code:	BAMA503	Credits:	1.5
Session, term, period:	2019W1, Period 7	Class location:	David Lam 125
Section(s):	001	Class times:	Monday /Wednesday 10am-12pm
Course duration:	Oct 28 – Nov 19, 2019	Pre-requisites:	n/a
Division:	Marketing & Behavioral Science	Co-requisites:	n/a
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Dr. Tim Silk	Office location:	Henry Angus 569
Phone:	604-822-8362	Office hours:	Tuesday/Thursday 12:30-1:30
Email:	tim.silk@sauder.ubc.ca		

COURSE DESCRIPTION

The process of developing new products and services is a source of competitive advantage and organizations are increasingly dependent on new products as a source of innovation and profitability. This course is intended for those interested in learning validated best practices from industry for how new products and services are developed and the factors that influence success and failure at each stage of development. The course is focused on exposing you to industry best practices and developing your ability as a manager and decision maker.

COURSE FORMAT

Classes consist of concept classes and case classes. Concept classes involve class discussion of the assigned articles as well as concepts and best practices used in industry. The purpose is to understand how the concepts can be used to analyze real-world problems and the issues managers face when applying the concepts.

Case classes involve class discussion of your analysis and decision. Cases are used to learn how to analyze real-world information and make decisions as a manager. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided, make a decision, and debate whether your decision is the best course of action. I will occasionally present alternative approaches to solving the problem, but the analysis and decision are your responsibility. You must arrive to class with your analysis and decision.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Apply market discovery techniques to identify and validate market opportunities.
2. Collect and analyze data to evaluate market attractiveness and potential.
3. Collect and analyze data to guide product design decisions.
4. Evaluate factors that influence new product adoption and diffusion.
5. Apply concept testing techniques to develop sales forecasts and make launch decisions.
6. Apply stage gates and project planning frameworks to manage the development process.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Online Pre-Assessments (individual)	10%
Class Participation (individual)	20%
Case Submission (individual)	30%
Product/Service Concept Presentation (teams)	40%
Total	<u>100%</u>

Details of Assessments

Online Pre-Assessments (10%):

With the goal of providing a more active learning experience and ensuring that students have read the assigned articles and cases before class, each student will complete an online pre-assessment before each class to guide their class preparation. Each pre-assessment consists of 4-5 questions and is posted in the topic folders on Canvas. The pre-assessments will ensure everyone is prepared for class so that class time can be dedicated to higher-level discussion. Pre-assessments must be completed before the start of class or receive a grade of zero.

Class Participation (20%):

Students are evaluated on participation in every class. Your participation grade is based entirely on the extent to which your contribution to class discussion impacts the learning of others. It is about your impact on the learning of others rather than the frequency of your participation. Asking an intriguing question or presenting your analysis is more impactful than simply answering a question. Respecting your classmates is paramount and I value quality over quantity.

Grading Scale for Class Participation:

- 0 – Absent or late to class.
- 5 - Present but does not participate.
- 6 - Participates with basic information such as case facts.
- 7 – Offers an opinion or asks/answers a basic question.
- 8 – Engages in a meaningful discussion with other members of the class.
- 9 – Shares an analysis using data or evidence from the case or reading.
- 10 – Provides insight or asks a question that is instrumental in advancing understanding.

Case Submission (30%)

The case submission is a comprehensive case that requires you to apply the concepts covered throughout the course. The case and questions will be posted on Canvas. The take-home format is open book so that you have ample time to apply the course concepts and conduct your analysis. The case submission is an individual assignment. You may not consult with your classmates or any other individuals. Anyone violating this rule will receive a grade of zero. Your case is due at the start of class on the due date (refer to class schedule). We will discuss the case in class. Consequently, late submissions cannot be accepted and will receive a grade of zero.

Product/Service Concept Presentations (40%)

Your team, consisting of 4-6 self-selected team members, will apply the course concepts and techniques to develop a proposal for a new product or service concept. The project will include opportunity identification, trade-off decisions and final concept formulation. Teams are required to email Tim with their list of team members and a general description of the problem they wish to address by the end of week 2.

Each team will deliver a 20-minute presentation in the exam week in which the team pitches its product/service concept. The presentation will be followed by a 10-minute Q&A period. The format of your presentation is up to you and your team members, but it should be professional and involve each member of your team. Presentations will be evaluated using the Presentation Evaluation Sheet at the end of this course outline. Your team should review the evaluation criteria listed on the Presentation Evaluation Sheet when developing your presentation.

Peer Evaluation

The peer evaluation form at the end of this course outline will be used to assess the contribution of each team member to the team project. I will take the average peer assessment score for each student and multiply it by the team's grade to arrive at the student's grade for the project. For example, if a team receives a grade of 80% (an A-) and a student receives an average peer evaluation score of 75% from their other team members, that student's individual grade on the project will be $75\% \times 80\% = 60\%$ (a C instead of an A-).

The peer evaluation reacts to consensus (being down-graded by only one team member will be disregarded). Team members that work in good faith and manage expectations will not experience grade adjustments, while individuals that perform below expectations or fail to pull their weight will experience a negative grade adjustment. I reserve the right to adjust peer evaluations to ensure fairness. My advice is to be proactive and make your expectations of one another clear from the start.

LEARNING MATERIALS

All articles, cases and class notes are posted on the course page in Canvas (no text book to purchase).

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if

the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

Class	TOPIC	READINGS	ASSESSMENTS DUE
1. Mon Oct 28	First Mover Advantage & Disruptive Innovation	<i>Failing By Design</i> <i>The Half-Truth of First Mover Advantage</i>	Pre-assessment #1 on Canvas. Be prepared to discuss reading
2. Wed Oct 30	Market Discovery & Opportunity Identification	<i>Know Your Customers Jobs to be Done</i> <i>An Anthropologist Walks Into a Bar</i> <i>Turn Customer Input Into Innovation</i> <i>Better Brainstorming</i>	Pre-assessment #2 on Canvas. Be prepared to discuss readings
3. Mon Nov 4	Design Trade-Off Decisions	<i>The House of Quality</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Wed Nov 6	Product Design Case	<i>Prepare Case: Sweetwater</i>	Pre-assessment #4 on Canvas. Be prepared to discuss your case analysis Teams to email Tim with list of team members and description of problem
Mon Nov 11	No class Monday, November 11 th in observance of Remembrance Day. A make-up class has been scheduled for 10am-12pm Friday, November 15 th .		
5. Wed Nov 13	New Product Adoption	Note on Innovation Diffusion: Roger's Five Factors Prepare Case: Four Products	Pre-assessment #5 on Canvas. Be prepared to discuss reading and your case analysis
6. Fri Nov 15	Managing the NPD Process	Early Tests of Business Potential Prepare case: Activision – Kelly Slater Pro Surfer	Pre-assessment #6 on Canvas. Be prepared to discuss your case analysis
7. Mon Nov 18	Concept Testing & Forecasting	Concept Testing Researching and Monitoring Consumer Markets	Pre-assessment #7 on Canvas. Be prepared to discuss readings
8. Wed Nov 20	Concept Test Case	Prepare case: TruEarth Pizza	Pre-assessment #8 on Canvas. Be prepared to discuss your case analysis Case Submission distributed at end of class
9. Mon Nov 25	Case Discussion of Case Submission	Prepare Case Submission	Be prepared to discuss your case analysis Upload Case Submission by start of class
10. Wed Nov 27	Careers in NPD	Day-In-The-Life in NPD	No class preparation required.
Exam Week	Concept Presentations	Team presentations: date and timeslots to be announced.	

Evaluation Form

New Product/Service Concept Presentation

(Tim will evaluate each team using the criteria below)

Team Members: _____

Evaluation Criteria:	Score									
Application of course concepts:	1	2	3	4	5	6	7	8	9	10
Depth of Analysis:	1	2	3	4	5	6	7	8	9	10
Likelihood of Adoption:	1	2	3	4	5	6	7	8	9	10
Responses to questions:	1	2	3	4	5	6	7	8	9	10
Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10

Presentation Grade: _____

Strengths:

Areas for Improvement:

Peer Evaluation Form

(Each team member must submit this form to Tim on the day of the presentation)

Product Team: _____

Assign yourself and each team member a score out of 100 points based on each member's contribution to the group effort. If all members contributed equally, each person should receive 100 points. Sub-standard effort or performance relative to other group members should receive a score below 100. You must rate yourself as well as your peers.

Name of Team Member:	Score:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Did your team encounter a problem with a team member?

Yes No

If you encountered a problem with a team member, did you bring it to his/her attention?

Yes No Not Applicable

If you encountered a problem with a team member, did you give him/her a chance to improve?

Yes No Not Applicable

Please provide a justification for the assigned scores (continue on reverse side of this page if necessary):