

COURSE INFORMATION

Course Title:	New Product Development		
Course Code:	BAMA 503	Credits:	2.0
Session, term, period:	2023, Period 6	Class location:	HA 133
Section:	001	Class times:	M/W 2pm-4pm
Course duration:	Sep 6 – Oct 6, 2023	Pre-requisites:	n/a
Division:	Marketing & Behavioral Science	Co-requisites:	n/a
Program:	FTMBA		

INSTRUCTOR INFORMATION

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

COURSE DESCRIPTION

The process of identifying market opportunities and 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 for those interested in learning industry best practices for developing new products and services and the factors that influence success and failure at each stage of development. Topics include market discovery, market validation, product design, stage gates, concept testing, and new product forecasting. The course is focused on teaching you how to implement 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 are discussion-based classes where you learn problem identification and market-validation methodologies and industry best-practices. Case classes give you practice applying industry best practices to make decisions. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided in the case, and present evidenced-based arguments in class to determine the best course of action.







LEARNING OBJECTIVES


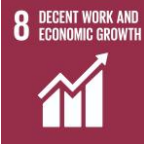




By the end of this course, students will be able to:






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.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This course is committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). The course project is an excellent opportunity for students to select a real-world problem domain that is directly related to one or multiple United Nations Sustainable Development Goals. The full list of UNSDGs is listed in the following table.

<p>Goal 1: No Poverty</p> 	<p><i>End poverty in all its forms everywhere</i></p> <p>Global Examples: access to basic goods and services, financial security, poverty elimination, income poverty, social services, poverty elimination, homelessness, thriving wage, skills training, income support, charitable donations</p>
<p>Goal 2: Zero Hunger:</p> 	<p><i>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</i></p> <p>Global Examples: food security, malnutrition, equitable land access, healthy food, child obesity, regional food systems, farmer livelihoods, international food trade, urban agriculture, food waste, food byproducts use, food procurement, retail and distribution, food supply chains, circular food economy</p>
<p>Goal 3: Good Health and Well-being</p> 	<p><i>Ensure healthy lives and promote well-being for all at all ages</i></p> <p>Global Examples: disease prevention and response, addiction prevention and treatment, healthcare access, reproductive health, medication, mental health, aging, physical activity, quality of life, public health, workplace health and safety, health equity, pandemic response consumer, well-being, employee well-being, negative effects of advertising/consumption, health care optimization</p>
<p>Goal 4: Quality Education</p> 	<p><i>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</i></p> <p>Global Examples: eliminating disparities in access to education, skill development, literacy and numeracy, equity in education, Indigenous education, responsible management topics, quality university education, safe, inclusive, and effective learning environments, financial literacy, climate literacy, life-long learning</p>
<p>Goal 5: Gender Equality</p> 	<p><i>Achieve gender equality and empower all women and girls</i></p> <p>Global Examples: women's rights and safety, violence against women, unpaid/domestic work recognition and support, women leadership and ownership, gender pay gap, non-binary gender rights, gender equity, women in entrepreneurship, LGBTQIA+ issues, employment and pay equity, diverse leadership, reproductive health, gender pay gap, gender disparities in promotions</p>
<p>Goal 6: Clean Water and Sanitation</p> 	<p><i>Ensure availability and sustainable management of water and sanitation for all</i></p> <p>Global Examples: access to clean drinking water, adequate waste water treatment, integrated water resources management, water reuse and recycling, watersheds, rivers, streams, ground water, water treatment, conservation</p>

<p>Goal 7: Affordable and Clean Energy</p> 	<p><i>Ensure access to affordable, reliable, sustainable and modern energy for all</i></p> <p>Global Examples: access to clean energy, energy efficiency, energy policy, renewable energy, affordable clean energy, energy infrastructure upgrades, energy conservation, fossil fuel divestment, energy efficient buildings, renewable energy, community energy infrastructure</p>
<p>Goal 8: Decent Work and Economic Growth</p> 	<p><i>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i></p> <p>Global Examples: economic diversification, small and medium businesses, fair trade, access to financial services, decent job creation, entrepreneurship, creativity and innovation, meaningful work, employment equity, income equity, labour rights, micro-finance, social finance, safe & inclusive workspace, alternatives to never-ending growth</p>
<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p><i>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i></p> <p>Global Examples: resilient infrastructure, inclusive and sustainable industrialization, innovation, access to transportation, micro-finance, access to credit, small-scale industry support, research and technology, entrepreneurship, access to technology, social enterprise</p>
<p>Goal 10: Reduce Inequality</p> 	<p><i>Reduce inequality within and among countries</i></p> <p>Global Examples: income equality, income support, inclusive employment policies, anti-racism, anti-discrimination, Indigenous reconciliation, disability, religion, race, equity, diversity and inclusion, wealth inequality, bias in AI, price discrimination, discrimination in segmentation, Indigenous inclusion, Indigenous participation</p>
<p>Goal 11: Sustainable Cities and Communities</p> 	<p><i>Make cities and human settlements inclusive, safe, resilient and sustainable</i></p> <p>Global Examples: transportation access, road safety, cultural/natural heritage, safe and affordable housing, urban planning, air quality, inclusive/safe/healthy public spaces, urban containment, urban governance, sustainable land use, effects of climate change on cities, valuing risk, sustainable transportation</p>
<p>Goal 12: Responsible Consumption and Production</p> 	<p><i>Ensure sustainable consumption and production patterns</i></p> <p>Global Examples: sustainable and equitable sourcing and production, sustainable procurement, sustainable distribution, food waste, life cycle analysis, recycling and reuse, ecological footprint, corporate social responsibility, fair trade, circular economy, consumer well-being, responsible sourcing, low emission supply chain design, responsible/ethical supply chain</p>

<p>Goal 13: Climate Action</p> 	<p><i>Take urgent action to combat climate change and its impacts</i></p> <p>Global Examples: natural disaster response, climate change mitigation, climate change adaptation, climate justice, climate policy, resilience, environmental externalities, low emission supply chain design, Environmental Disclosure, ESG accounting and reporting, Cap and Trade, Carbon Markets, Carbon Pricing;</p>
<p>Goal 14: Life Below Water</p> 	<p><i>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</i></p> <p>Global Examples: fishing and fisheries, ocean and freshwater pollution, coastal laws and water regulation, water conservation, aquatic ecosystem health</p>
<p>Goal 15: Life On Land</p> 	<p><i>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</i></p> <p>Global Examples: forests, wetlands, mountain and alpine ecosystems, sensitive ecosystems, biodiversity, soil health, endangered species, invasive species</p>
<p>Goal 16: Peace, Justice, and Strong Institutions</p> 	<p><i>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</i></p> <p>Global Examples: violence, corruption, government spending, public engagement, equity, advocacy, governance, leadership, laws and regulations, civic engagement, policy, accountable and transparent institutions, ethical institutions, responsive and inclusive decision making, ESG, data usage and transparency, transparency in financial reporting, environmental disclosure, codes of ethics</p>
<p>Goal 17: Partnerships for the goals</p> 	<p><i>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</i></p> <p>Global Examples: international cooperation, trade, taxes, access to technology, data collection and sharing, cross-sector collaboration, cooperation, collaboration, partnerships, collective action, interdisciplinary</p>

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%):

Online pre-assessments are short quizzes that students complete on Canvas before the start of each class to ensure that everyone has read the assigned case or article for that day. This will ensure that everyone is prepared for class so that class time can be dedicated to higher-level discussion. Pre-assessments must be completed before the first live class or will 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. 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, or student video not on during Zoom sessions.
- 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 conduct a full case analysis 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 a market exploration stage to identify a problem to solve or job to be done, a market validation stage to identify which aspects of the problem domain represent the greatest market opportunity, followed by 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 upload a slide deck and a pre-recorded 20-minute presentation via Canvas in the exam week in which the team pitches its product/service concept. 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. Students will be evaluated anonymously by their team members on the criteria shown on the form. Peer assessments will result in downward grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member. The final question of the evaluation asks: all things considered, what percentage of the team's grade does the individual deserve? I will take the average peer score for each student and multiply it by the team's grade to arrive at the student's grade. For example, if a team receives a grade of 80% (an A-) and a member of the team receives an average peer score of 75% from their team members, that team member's individual grade will be $75\% \times 80\% = 60\%$ (a "C" rather than an "A-").

LEARNING MATERIALS

All articles, cases and class notes are posted on the course page in Canvas.

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. Any pre-assessments missed by students who add the course during the specified add/drop period will be excluded from the students' grade (i.e., pre-assessments missed before adding the course will not count against your grade).

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](#). 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](#).

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

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>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

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.

Use of Artificial Intelligence

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references.

COPYRIGHT

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 and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (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. Wed Sep 6	Failing by Design & First Mover Advantage	<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. Fri Sep 8	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 Sep 11	Design Trade-Off Decisions	<i>The House of Quality</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Wed Sep 13	Product Design Case	<i>Prepare Case: Sweetwater</i>	Pre-assessment #4 on Canvas. Be prepared to discuss your case analysis Teams submit description of problem domain, team photo & charter to Canvas.
5. Mon Sep 18	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. Wed Sep 20	Managing the NPD Process	Early Tests of Business Potential Prepare case: <i>Activision</i>	Pre-assessment #6 on Canvas. Be prepared to discuss your case analysis
7. Mon Sep 25	Concept Testing & Forecasting	Concept Testing Researching and Monitoring Consumer Markets	Pre-assessment #7 on Canvas. Be prepared to discuss readings
8. Wed Sep 27	Concept Test Case	Prepare case: TruEarth Pizza	Pre-assessment #8 on Canvas. Be prepared to discuss your case analysis Case Submission posted on Canvas
Mon Oct 2	No Class – Thanksgiving Holiday		
9. Wed Oct 4	Case Discussion of Case Submission	Prepare Case Submission	Be prepared to discuss your case analysis Upload Case Submission by start of class
10. Fri Oct 6	The Life Class (our final class)		No class preparation required.
Exam Week	Concept Presentations	Submit slide deck and 20-minute pre-recorded team presentation via Canvas by 4:30pm Friday October 13 th	

Evaluation Form

New Product/Service Concept Presentation

(Tim will evaluate each team using the criteria below)

Team Members: _____

Evaluation Criteria:	Score									
1. Application of Tools & Concepts:	1	2	3	4	5	6	7	8	9	10
2. Depth of Market Discovery:	1	2	3	4	5	6	7	8	9	10
3. Depth of Market Validation:	1	2	3	4	5	6	7	8	9	10
4. Clarity of Concept:	1	2	3	4	5	6	7	8	9	10
5. Realistic re: Barriers to Adoption:	1	2	3	4	5	6	7	8	9	10
6. Realistic Evaluation of R-W-W	1	2	3	4	5	6	7	8	9	10
7. Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10
8. Responses to Questions:	1	2	3	4	5	6	7	8	9	10

Presentation Grade: _____

Strengths:

Areas for Improvement:

Peer Evaluation Form

The online peer evaluation below will be used for all team deliverables. Students will be evaluated anonymously by their team members on the criteria below. Peer assessments will result in downward grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member.

1. Attendance at team meetings *

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic 2 = Insufficient 3 = Fair 4 = Good 5 = Exceptional

2. Quality of communication and contribution to team meetings *

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic 2 = Insufficient 3 = Fair 4 = Good 5 = Exceptional

3. Cooperation *

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic 2 = Insufficient 3 = Fair 4 = Good 5 = Exceptional

4. Work Ethic *

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic 2 = Insufficient 3 = Fair 4 = Good 5 = Exceptional

5. Overall contribution to team deliverable *

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic 2 = Insufficient 3 = Fair 4 = Good 5 = Exceptional

6. List three things that this person has done / is doing that helps the team perform at its best. *

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

7. List three things that this person could start doing that would help the team perform at its best. *

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

8. List three things that this person could stop doing that would help the team perform at its best. *

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

9. All things considered, what percentage of the team's grade does the individual deserve? *

If the person was a good team member and there were no issues, they should get 100. If you give them 50, they will get %50 of the team's score. Enter a number from 0 to 100.