

BUS 462

New Product Development

Prof. Suzanne Mueller

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Contact Information

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*I have an open-door policy for meeting with students – I am in my office most days and you may stop by anytime. The times listed above are those specifically reserved for students.

I. Course Objectives

BUS 462 focuses on the development and marketing of new products (NPs). We will examine the correlates of new product development success and then explore those concepts in depth. Students will learn to identify markets, assess needs, develop new product ideas, evaluate market potential and strategic fit and develop launch strategies. Key underlying concepts include: the NPD stage-gate process, voice-of-the-customer (VOC) research, concept development, and launch strategy. Throughout, we will pay particular attention to the development, marketing and adoption of technology products.

This is an upper-level marketing course that assumes an understanding of basic marketing concepts (BUS 371 a pre-requisite).

The IIT Course Bulletin lists BUS 462 as a “C” course. This means that: 1) BUS 462 is part of IIT’s “Communication Across the Curriculum” program; 2) BUS 462 contains a substantial written/oral communication component and 3) it is an expectation that you develop your written/oral communication skills during your time in the course. In support of that expectation, IIT’s Writing Center provides a dedicated writing tutor who, through individual coaching sessions and group workshops, is available to students (information on this resource follows below).

II. Learning Objectives

Upon completion of BUS 462, successful students will be able to:

- Understand Cooper’s determinants of new product development success
- Describe, and explain the rationale behind, the stage-gate process
- Evaluate existing markets for new product opportunities using state-of-the-art analytical techniques
- Use a variety of research methods, including ethnographic techniques, to assess customer needs
- Translate market needs into product idea statements and develop ideas into concept statements
- Conduct concept tests
- Engage in business case development for a new product concept
- Understand key factors driving new product launch strategy
- Conduct business research
- Communicate effectively and professionally through business reports and presentations

III. Teaching Methodology:

The course combines lecture, discussion, case analysis and hands-on group projects. Lectures and discussions focus on concepts and methods while case discussions offer the opportunity to build critical thinking by applying those concepts to real-world situations. From time to time guest speakers will contribute their real-world perspectives to the concepts and methods discussed in class.

Class sessions are highly interactive and may include small-group activities or group presentations. *Students are expected to contribute to the learning environment by participating actively in class discussions and by keeping current with reading assignments.*

A digression on class participation: Like the environment, learning is a “public” good – we all benefit from the positive behaviors of others and we all lose when others are neglectful.

When students neglect to participate in class, it affects not only their grades, it also affects the value of the class for the other students. The overall success of the class depends on full and frequent participation by all class members. Further, success in the business world depends on your ability to participate and think on your feet. Why not learn those skills now?

BUS 462, in particular, demands a high level of participation by all students. I strongly recommend that you take this course only if you are willing to speak up in class on a regular basis. I understand that class participation – particularly with unfamiliar material – is risky. As you will learn, new product development is also risky....but with risk comes the possibility of great returns.

I encourage you to take chances – what’s the worst that’ll happen? You might offer an outrageous idea or you might give a “wrong” answer. But, as you’ll learn in class, building new products often involves offering less-than-stellar ideas as jumping-off points for better ideas. Your incomplete answer might provide just the spur another student needs to offer a really great answer.

If you are exceedingly shy and break into a cold sweat at the prospect of speaking up in class, see me so that we can develop strategies for ensuring success in the course.

As previously noted, another key component of the course is development of students’ written and oral communication skills. Students are expected to play an active role in this process and a substantial portion of each student’s course grade will be determined by communications-related criteria. In the “real world” of business, the credibility and quality of a work product is often judged by the quality of the written document (or oral presentation) that contains it. It is an expectation that students will begin to develop their skills now by submitting assignments that are professional in both content and appearance.

As noted in the Course Schedule below, students should read assigned materials prior to coming to class. Material covered in class will go well beyond the prescribed textbook. You are responsible for all assigned readings (even if they are not covered in class) and all in-class material (even if you are absent from class).

A key component of the course will be a New Product Development project conducted over the course of the semester. Students will have the opportunity to apply key NPD tools and techniques as they develop a new product idea and assess its potential.

The course syllabus, many of the supplementary readings and all written assignments are posted on Blackboard. In addition, I post most of the slides I use in class so that you can print them out ahead of time to make your note-taking easier and more efficient. I also use Blackboard to post important announcements and send e-mails. You are responsible for checking Blackboard regularly to ensure that you are up-to-date on course requirements and information. If you are not familiar with Blackboard or lack a sign-in, please see me as soon as possible.

IV. Course Materials:

The following course materials listed below are required:

Textbook: *New Products Management*
 Crawford and Di Benedetto
 McGraw-Hill Irwin (Ninth Edition)
 ISBN # 0073529882

An online (and less expensive) version of the textbook is available through CourseSmart. See www.coursesmart.com for details.

In addition, a copy of the textbook is always available, on reserve, at Galvin Library.

Supplementary: *Selected Readings* posted to Blackboard (detailed later in this handout)
Selected Readings from Harvard Business School Publishing *

*You may access these materials via the Harvard Business School Publishing web site. You must register on the site and then you may purchase any or all of the materials using a credit card. Full details, including links, can be found on Blackboard in the Course Document section.

Suggested:

- *Marketing of High-Technology Products and Innovations* by Mohr, Sengupta and Slater – this is a great supplementary text that would be an outstanding addition to your marketing bookshelf.
- *Hidden in Plain Sight* by Erich Joachimsthaler
- *How Customers Think: Essential Insights into the Mind of the Market* by Gerald Zaltman
- *The Case Study Handbook* – Harvard Business School Publishing (this book is on reserve at Galvin – it is a good resource if you are not familiar with the case analysis method)

NP-related Resources of Interest:

www.springwise.com

“Springwise and its global network of 8000 spotters scan the globe for smart new business ideas, delivering instant inspiration to entrepreneurial minds...”

www.newproductworks.com

Go to the “Hits or Misses” section to read about new product successes and failures.

www.strangenewproducts.com

“...a look at the weirdest, funniest, stupidest and ingenious new products entering the marketplace”

The required material for this course goes well beyond the textbook. You are responsible for all material covered during the semester – whether in-class lecture material, assigned articles, cases, etc.

In addition, I strongly suggest that you read *The Wall Street Journal* (print or on-line), *Business Week*, and other business publications. If you would like student subscriptions (i.e., inexpensive!!) to any of these publications, see me.

V. Evaluations:

The overall grade for BUS 462 will be determined as follows:

Class Participation:

Class Discussions	120 points
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Assignments:

Homework (8 total)	200 points
Cases (2 total)	80 points*
Group NPD Project	600 points*
Reports - 4 @ 60 points each,	
+1 @ 95 points,	
Presentations - 3 @ 45 points each,	
+1 @ 60 points,	
Team performance 2@35 each,	

 1000 points

**These assignments will be done in teams. For the Group NPD project, the team performance grade accounts for 70/600 points and will be determined by the team evaluation submitted by each of your peers. For the cases, the peer evaluation forms will be used to adjust – upward or downward – the grades of those making noticeable above-average or below-average contributions. These evaluations are mandatory.

Generally, I grade so that 93% is an A, 83% is a B and so on. Thus, 94% earns an A for the course, 89% earns a B and the range from 90% to 93% is at my discretion.

Extra Credit:

To encourage you to critically observe the world of NPD, each student has the opportunity to earn up to 30 points of extra credit for preparing and delivering a short “show and tell” presentation on a new product. This would involve:

- Describing/showing the new product to the class
- Providing some brief background on the firm that makes the product
- Describing what you believe to be the target market for the product
- Discussing which innovation category the product falls into
- Describing the “needs set” that is fulfilled by the product
- Speculating on what prompted the firm to develop this particular product at this particular point in time
- Offering a critique of the product – do you believe the product will be successful? Why? Why not? What could the firm do to improve the odds of success?

If you are interested in other extra credit opportunities, see me to discuss. For example, you can earn extra credit by writing a paper on an NPD-related topic or reviewing an NPD-related book. I am open to the possibility of other projects or activities as well.

Class Participation

As noted above, class participation is vital to the learning environment for this course and is part of the course grade. Students are expected to contribute to class discussions with insights from the course readings, personal experiences and observations and questions.

Just as there are “4 Ps” in marketing, there are 4 Ps in class participation; your grade for class participation will depend on the following factors:

- Preparation (have you done the reading and/or assignments?)
- Presence (are you in class?)
- Promptness (are you on time for class?)
- Participation (quantity and quality)
 - Do you volunteer to answer questions?
 - Are you able to answer questions when called on?
 - Do you show mastery of course material?
 - Do you ask questions that demonstrate your understand of and/or involvement in the material?
 - Do you ask questions that extend the course material into new areas?

Homework

All homework assignments will be individual-level, written work. For these assignments, you must include, on your cover page, a signed statement that says, “I have complied with the university honor code in completion of this assignment and I attest that this work is mine and mine alone.” Homework assignments are due before the start of class on the dates noted on the syllabus – late papers will not be accepted.

See Policies #2 and #4 below for information on proper submission of written assignments.

Case Assignments

Throughout the semester we will use case studies and exercises to provide simulated environments within which students can practice their analytical and decision-making skills. Our in-class discussions of these assignments will also provide great opportunities for: a) gaining insight and understanding of business environments and problems and b) helping to improve your oral communication and leadership skills.

In nearly all instances, students will work on cases in self-selected case groups; student may change case groups during the semester if desired. For shorter, discussion-oriented cases from the text, students may prepare for class on their own or meet as a group to discuss the case prior to class. For longer, Harvard-style cases, students are

expected to work together as a group* to prepare for the class discussion. During these discussions I will call on class members at random and each team will be graded based on the participation of team members. Peer evaluations of team members must be submitted at the end of each of these cases so that grades can be adjusted to reflect students' actual contributions.

***NOTE:** It difficult to perform well on the Harvard case assignments simply by dividing up case topics among team members; such an approach leaves no room for synergy and, as a result, usually results in less impressive results. Plan on – and build in sufficient time for – having your team meet as a group to review and interpret the case and develop a set of consensus recommendations/conclusions.

See the “Case Study Prompts” handout (available on Blackboard) for information on how to prepare for case discussions. In addition, most exercises and cases will have an assignment-specific set of prompts or questions which will need to be part of your case preparation. These assignment-specific handouts will be distributed in class and will also be available on Blackboard. I expect that students will submit well-considered, comprehensive and coherent analyses of the Harvard-style cases. Although I will distribute prompts to give students a starting place for their analyses I expect that the prompts will be a jumping-off point – not assignment itself. In other words, teams whose write-ups are simply answers to the prompts will not perform as well on the assignment as those who write a full-fledged case analysis.

As above, case write-ups must be the original work of your group. Each case must include, on its cover page, a signed statement that says, “Our group has complied with the university honor code in completion of this assignment and we attest that this work is ours and ours alone.” Each member of the group must then sign the honor pledge. Again, see Policies #2 and #4 below for information on proper submission of written assignments. Case assignments are due on the dates noted on the syllabus – late papers will not be accepted.

For each case you are required to complete and submit a peer evaluation form rating your fellow team members (and yourself) on your work on the assignment. The ratings will be used to adjust the grades of team members to reflect their respective contributions to the assignment. The evaluation form must be submitted on the day that the assignment is due. If you neglect to turn in a rating form for an assignment you will receive a one-grade deduction on the assignment.

Written cases should be professional in both content and appearance. Submissions that show a lack of care in content and/or appearance will be marked down.

Group NPD Project

Throughout the semester you'll work as part of a self-selected 3-5 student team to develop a new product concept and marketing strategy. This project will enable you to apply the many NPD tools and techniques we'll cover in class and also experience the ins and outs of the NPD process – including team dynamics.

The project comprises five separate sub-projects – each with its own deliverable. An overview of the project will be provided early in the semester and details for each of the separate assignments will be provided as we move through the class. All assignment handouts are also available on Blackboard.

At both the mid-point and the end of the semester, each student will submit an evaluation of his/her team members' contributions. These evaluations are mandatory and will determine 10-15% of your grade for the project. The evaluation form (available on Blackboard) must be submitted on the day the assignment is due. If you neglect to turn in a required rating form you will receive a one-grade deduction on the assignment.

At several points during the semester each project team will present its work to the rest of the class. The goal of each presentation is straightforward: to share what you've learned about your product and about marketing with the rest of the class.

In the “real world” of business, the credibility and quality of a work product is often judged by the quality of the written document (or oral presentation) that contains it. As a result, *all assignments should be professional in both content and appearance.* This is as important a part of career development as learning how to write a suitable resume

or cover letter. Any written or oral presentation that shows a lack of care in content and/or appearance will be marked down.

Once again, your project must be the original work of your group. Each of your project assignments must include, on its cover page, a signed statement that says, "Our group has complied with the university honor code in completion of this assignment and we attest that this work is ours and ours alone." Each member of the group must then sign the honor pledge. See Policies #2 and #4 below for further requirements regarding submission of your project work.

Project Support

The Stuart School and Galvin Library offer a variety of resources to help students with research and writing. IIT's Writing Center has writing tutors who are available for one-on-one coaching. The Writing Center also offers writing workshops throughout the semester. Students who take advantage of these resources generally perform better on projects and papers and, overall, find their work more interesting, enjoyable and manageable. They also report (several semesters later or after they graduate) that they are glad they took the time to add to their knowledge in these ways. You are strongly encouraged to take advantage of these resources!

To learn about library resources contact Christine McClure, Galvin librarian, at 7-3374 or cmclur1@iit.edu.

I am also available to consult with you on your projects. I am happy to help you strategize and can also provide work-in-progress feedback. If you'd like my help, simply set up a time to meet with me or stop by during my office hours. Please note, though, that I am not willing to do your group's "heavy lifting." For example, if you come to me to ask for help identifying secondary sources, I will first ask: 1) what brainstorming has your group done?; 2) what other assistance have you sought?; 3) have you worked with Jeanne Link?. You will find me most receptive to helping you when I see that your group is applying itself and taking full advantage of the many resources the university has to offer.

Many of the assignments in BUS 462 require that you work in teams. As in the real world, teams sometimes experience conflict or some level of dysfunction. Teams experiencing unproductive dynamics should see me before too much time has elapsed so that I can provide coaching/guidance.

VI. Class Policies:

1. I take the issue of academic honesty very seriously and ask that you do the same. Plagiarism and other forms of cheating will result in serious repercussions. Specifically, there are two areas of concern:

- **Cheating:** IIT's Honor Code states that "no student may seek to gain an unfair advantage over another." This means that any work submitted as your own must be your original work. I expect that you will read, understand and comply with the university's code of academic honesty, which can be found at: <http://www.iit.edu/~osa/Handbook/FinePrint.html>

As detailed above, all assignments must include, on the cover page, a signed statement that says, "I have complied with the university honor code in completion of this assignment and I attest that this work is mine and mine alone." Unsigned honor pledges will result in a deduction in points on the assignment.

If you have any questions about academic honesty, or need clarification on the boundaries of same (for example, "Am I allowed to ask for help with a homework assignment?"), see me.

- **Plagiarism:** In this class you will invariably use outside sources as you research your projects and papers. It is vital that you appropriately acknowledge original sources so that it's clear where your work ends and someone else's begins.

I have found that students are sometimes unaware of the boundaries around what is considered plagiarism. It is your responsibility to learn and comply with accepted standards in this area. I have a variety of handouts and materials on plagiarism avoidance. If you have not yet cultivated a plagiarism-avoidance meter, see me to learn how to stay out of trouble.

Any violations of the IIT Honor Code in either of the above areas will result in an automatic zero on the assignment and will also be dealt with in the manner prescribed in IIT's academic regulations.

2. **“Safe Assign”:** SafeAssign is a Blackboard-based tool that students and professors can use to check assignments for possible plagiarism. I use it to ensure that the work you submit to me is yours and yours alone. You may use it to check drafts of papers to 1) help you learn what is considered plagiarism and 2) avoid inadvertent copying of another's work. All homework assignments, case write-ups and term papers must be submitted to SafeAssign by 5:00 pm on the date the assignment is due. Failure to do so (without prior arrangements) could result in reduction in your grade for the assignment.

For complete instructions on submitting both final papers and drafts to SafeAssign, see the instruction sheet in the “Course Documents” section of Blackboard. *As noted on the instruction sheet, submission of your paper to SafeAssign does not obviate the need for you to turn in a hard copy before the beginning of class.*

3. **Blackboard:** I make extensive use of Blackboard (BB). You will find nearly all the course materials posted to the Web site for this class – syllabus, assignment sheets, peer review forms, readings and printable copies of many of the slides I use in class. I also post important announcements to the site and use it to send e-mail alerts. I expect that you will check BB regularly for course-related information and announcements and that you will check your “official” IIT e-mail account regularly regarding same. As noted below, “I didn't know...” is not an acceptable excuse for non-performance.
4. **Written Assignments:** All written assignments (homeworks, cases, papers) must be submitted according to the following policies:

- Assignments must be turned in on time, according to the deadlines on the syllabus. *With permission from the professor,* students may submit their assignments up to a week beyond the deadline. Such late submissions will be assigned a penalty of one letter grade. Submissions more than a week late will receive an “F” but will earn 50% of the assignment points.

NOTE: All written assignments must be turned in – even if late. Failure to complete any of the class assignments will result in an “Incomplete.”

- Assignments are due *at the start of class* – not after class or during class. *Unless you have made prior arrangements,* papers turned in after class will be considered late (see preceding bullet point) and will be subject to a one-letter-grade penalty. Assignments turned in during class, but after the start of the day's activities will receive a half-letter-grade deduction in points. Be sure to plan your work to allow time for printer problems, paper shortages, defective alarm clocks, etc.

NOTE: Case assignments must be turned in before the start of class. No late submissions of case write-ups will be accepted, regardless of excuse.

- Assignments should be handed in to the instructor personally. *Only hard copies of assignments will be accepted.* No mailed, faxed or e-mailed papers will be permitted – unless you have made prior arrangements.
- All individual-level assignments must include, on the cover page, a signed statement that says, “I have complied with the university honor code in completion of this assignment and I attest that this work is mine and mine alone.”

Similarly, your group papers/projects must include, on the cover page, a signed statement that says, “Our group has complied with the university honor code in completion of this assignment and we attest that this work is ours and ours alone.” Each member of the group must sign the honor pledge.

- All written assignments must be submitted to Blackboard's SafeAssign plagiarism checker (see policy #2 above) by 5:00 pm on the day the assignment is due.
5. Regular class attendance is required and is necessary to succeed in this course. Students with four or more absences from class will receive a major reduction in class participation points. Students with perfect attendance will receive 20 points of extra credit. If you have special circumstances related to attendance, see me.
 6. Students are expected to be on time for class. Lateness is disruptive and disrespectful. If you are late for class you need to bring donuts for your classmates OR sing the national anthem of your country to class. As above, if you have special circumstances that impede your ability to get to class on time, see me to discuss.

Leaving class early is similarly disruptive and disrespectful. Once you arrive to class, plan on staying for the entire class period. Early departures without prior approval are considered absences.

7. Students are responsible for all assignments, deadlines, policies and requirements contained in this syllabus, posted on Blackboard and/or conveyed during class. If you are unable to attend a class, it is your responsibility to contact a classmate (or the professor) to obtain an update. "I didn't know," "I wasn't in class," "I didn't check Blackboard" and "I didn't notice that in the syllabus" are not acceptable excuses.
8. All electronic devices (other than pacemakers, insulin pumps and other medical equipment) must be turned off before coming to class. This includes cell phones, pagers **and computers**.
9. Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must contact the Center for Disability Resources and make an appointment to speak with me as soon as possible. My office hours are shown at the top of this syllabus and are also posted on the door to my office. The Center for Disability Resources (CDR) is located in Life Sciences Room 218, telephone 312 567.5744 or disabilities@iit.edu.

VIII. Course Schedule

Week/ Class #	Date	Topic(s)	Assigned Reading (read prior to class)	Assignments Due
1/1	Jan. 20	Introduction Course Overview In-Class Exercise: Reasons for NP Failure		
1/2	Jan. 22	Innovation Typologies of New Products "Choice" Homework #1: "Get Creative" + "Wrench Wins Awards..." + NP awareness exercise outlined in class	<ul style="list-style-type: none"> • Chapter 1 • Reading (video) #1 • Reading (video) #2 • Reading (blog) #3 	
2/3	Jan. 27	Causes of NPD Failure NPD Project Overview Lego exercise	<ul style="list-style-type: none"> • Reading #4 • Reading #5 	Homework #1 due
2/4	Jan. 29	NPD Best Practices Fuzzy Front End Stage-gate Model Open Innovation Homework #2: Campbell's IQ Meals (Chapter 5, pages 128-129)	<ul style="list-style-type: none"> • Chapter 2 • Reading #6 • Reading #7 	

3/5	Feb. 3	Discussion: <i>Campbell's IQ Meals case</i> Cross-Functional Teams NPD Strategy: Strategic Arenas Homework #3: Analysis of articles #8, 9, 10, 11 as outlined in class	<ul style="list-style-type: none"> • Chapter 3 • Reading #8 	Homework #2 due
3/6	Feb. 5	NPD Strategy Types of NPD Strategies Discovery Homework #4: New Product Strategy at Kellogg	<ul style="list-style-type: none"> • Reading #9 • Reading #10 • Reading #11 • Reading #12 	Homework #3 due
4/7	Feb. 10	Discussion: <i>Coke's NPD Strategy</i> Discussion: <i>Blue Ocean Strategy</i> Discovery: Market Definition <ul style="list-style-type: none"> • Market Structure Analysis Homework #4: Exercises described in class NPD Project: Assignment #1 (Market Definition)	<ul style="list-style-type: none"> • Reading #13 • Reading #14 • Reading #15 	Homework #4 due Last day for project topic approvals
4/8	Feb. 12	Discovery: Market Definition <i>cont'd</i> <ul style="list-style-type: none"> • Value Opportunity Analysis • Perceptual Mapping In-Class Exercise: Mapping	<ul style="list-style-type: none"> • Chapter 6 	Homework #5 due
5/9	Feb. 17	Discovery: Problem/Need Identification <ul style="list-style-type: none"> • "Voice of the Customer" Research Techniques • Focus Groups • In-Depth Interviews • Participant Screening Homework #5: Contextual Self-Observation (as detailed in class)	<ul style="list-style-type: none"> • Chapter 5, pages 109-123 • Reading #16 	
5/10	Feb. 19	Group Presentations: Market Definition Discovery: Problem Identification <ul style="list-style-type: none"> • Contextual Research • Laddering 	<ul style="list-style-type: none"> • Reading #17 • Reading #18 • Reading #19 • Reading #20 (<i>read only "Laddering: Why Do Customers Really Buy" on pp. 30-32</i>) • Chapter 4, pages 96 (<i>bottom</i>)-103 	NPD Project #1 (Market Definition) due
6/11	Feb. 24	Guest Lecture: Contextual Research and Ethnographic Techniques – speaker to be determined		Homework #5 due
6/12	Feb. 26	Discovery: Problem Identification <ul style="list-style-type: none"> • In-class Exercise: Focus Groups • Consumption Chain Mapping NPD Project: Assignment #2 (Problem Identification)	Appendix A	
7/13	Mar. 3	Discovery: Problem Identification <i>cont'd</i> <ul style="list-style-type: none"> • Consumption Chain Mapping Needs Statements		
7/14	Mar. 5	Needs Ranking <ul style="list-style-type: none"> • Simple Weighting • Bothersomeness Index • Opportunity Algorithm • Kano Technique Homework #6: As assigned in class		
8/15	Mar. 10	Guest Lecture: Brian Silver/Medela on the Front-End of Innovation	<ul style="list-style-type: none"> • Reading #21 • Reading #22 	Homework #6 due
8/16	Mar. 12	Group Presentations: Need Identification Creativity	<ul style="list-style-type: none"> • Chapter 4, pages 83-89 • Chapter 5, pages 123-126 	NPD Project #2 (Need Identification) presentation/workshop

	Mar. 16	NO CLASS		
	Mar. 18	NO CLASS		
10/17	Mar. 24	Video: IDEO Discussion: IDEO Product Development NPD Project: Assignment #3 (Ideas & Screening)	<ul style="list-style-type: none"> • Chapter 7, pages 157-163 • Appendix B 	NPD Project #2 (Need Identification) due +Mid-term Peer Evaluation
10/18	Mar. 26	NO CLASS		
	Date to be determined	Field trip to IDEO		
11/19	Mar. 31	Ideation <ul style="list-style-type: none"> • Brainstorming Do's and Don'ts Discussion: Thinking "Inside the Box" Creative Techniques <ul style="list-style-type: none"> • Analytical Technique: TRIZ Homework #7: As assigned in class	<ul style="list-style-type: none"> • Reading #23 	
11/20	Apr. 2	Ideation <i>cont'd</i> <ul style="list-style-type: none"> • Idea Statements • Idea Screening (Product Profile Analysis) 	<ul style="list-style-type: none"> • Chapter 4, pages 90-96 • Chapter 8, pages 172-181 • Chapter 10 (<i>through p. 226 only</i>) • Reading (video) #24 (<i>optional but enjoyable and provocative</i>) 	Homework #7 due
12/21	Apr. 7	Concept Development Concept Statements In-Class Exercise: Writing Concept Statements Homework #8: Wolverine Concept Test proposal (as assigned in class)	<ul style="list-style-type: none"> • Chapter 9, pages 194-205 	
12/22	Apr. 9 (location to be announced)	Workshop Facilitator: Jeremy Alexis/IIT Institute of Design NPD Project Workshop – Brainstorming, Refining and Screening Product Ideas		NPD Project #3 (Ideas & Screening) workshop
13/23	Apr. 14	Concept Testing Discussion: Wolverine Car Wash case	<ul style="list-style-type: none"> • Reading #25 • Reading #26 (<i>section 1 only</i>) 	Homework #8 due
13/24	Apr. 16	Conjoint Analysis Case #1: Emergent Technologies NPD Project: Assignment #4 (Concept Development)	<ul style="list-style-type: none"> • Reading #26 (<i>section 2 only</i>) 	NPD Project #3 (Ideas & Screening) due
14/25	Apr. 21	Guest Lecture: James Schulman (Institute of Design alum) on Design (Good and Bad; Capital D and Small D) and Prototyping	<ul style="list-style-type: none"> • Reading #27 (<i>Emergent Tech. case</i>) • Chapter 13 • Reading #28 	Case #1 (Emergent Technologies) due
14/26	Apr. 23	Discussion: "Feature Fatigue" article Pricing Research Business Case Development	<ul style="list-style-type: none"> • Reading #29 	Project #4 (Concept Development) due
15/27	Apr. 28	Business Case Development – <i>cont'd</i> Demand Forecasting <ul style="list-style-type: none"> • Types of Forecasts • Forecast Components Case #2: Aqualisa Quartz	<ul style="list-style-type: none"> • Chapter 8, pages 181-187 • Chapter 11 • Reading #30 	

15/28	Apr. 30	Demand Forecasting – <i>cont'd</i> <ul style="list-style-type: none"> • ATAR model • Bass Model Discussion: Aqualisa Quartz NPD Project: Assignment #5 (Business Case)	• Reading #31 (<i>Aqualisa. case</i>)	Case #2 (<i>Aqualisa</i>) due
16/29	May 5	Guest Lecture: Jim O'Hagan/Zebra Technologies - "A Process for Successful New Product Launch"		
16/30	May 7	To Be Determined		

IX. Assigned Readings

1. "Understand Innovation in Five Minutes," Brokenbulbs.com (Use the following link: <http://www.slideshare.net/Brokenbulbs/understand-innovation-in-5-minutes> , which is also available on Blackboard)
2. "The Paradox of Choice," Barry Schwartz, Ted.com, July 2005 (Use the following link: http://www.ted.com/index.php/talks/barry_schwartz_on_the_paradox_of_choice.html , which is also available on Blackboard)
3. "The Laws of Simplicity," John Maeda, Lawsofsimplicity.com (Use the following link: <http://lawsofsimplicity.com/category/laws?order=ASC> , which is also available on Blackboard)
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17. "Contextual Research for New Product Development," Chris V. Conley -- *PDMA Handbook of New Product Development* (available on Blackboard)
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19. "Just What You Need," *Wall St. Journal* (available on Blackboard)
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21. "The Power of Design," *Business Week* (to be handed out in class)
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25. "Concept Testing," *Harvard Business School note**
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*Cases and notes must be purchased online at www.hbsp.com; see instruction sheet located in the Course Documents section of Blackboard for details. Harvard Business Review articles may be either purchased online in the same manner or accessed via the Business Source Premier database available through the Galvin Library.

BUS 462
New Product Development

Prof. Suzanne Mueller

Spring 2009

NAME: _____

Student ID#: _____

In making the decision to take BUS 462 you are agreeing to the following contract.
Please initial the following items and then sign below:

_____ I agree to uphold the highest standards of academic honesty (as detailed in class policy #1)

_____ I agree to attend all class sessions unless illness or family emergency prevents me from doing so. I further agree that I will notify Prof. Mueller in advance if I am not able to attend class.

_____ I agree to arrive on time for class and remain in class during the entire class session.

_____ I agree to turn in assignments on time unless I have made prior arrangements with Prof. Mueller. I further agree that I will turn in my assignments at the start of class.

_____ I agree that it is my job (not Prof. Mueller's) to print out and staple my assignments. Hence, I will turn in only hard copies of my homework and papers.

_____ I agree to submit my assignments to SafeAssign as detailed in class policy #2.

_____ I agree that I am responsible for any and all course information contained in this syllabus, posted on Blackboard and/or conveyed during class (as detailed in class policy #7).

I have read the syllabus for BUS 462 and understand the course requirements and class policies. I am committed to abiding by these policies and if I fail to comply will accept the penalties stated.

Signature: _____

Date: _____