

**BUS 372, Fall 2002**  
**New Product Management**  
**Monday, Wednesday 1:30 - 2:50**  
**Room: KEI 201**

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<i>Instructor</i>	Jeffrey S. Pinegar Office Hours: Stager 233, <ul style="list-style-type: none"><li>• Monday, Wednesday 10:00-12:00 and after class</li><li>• Tuesday, Thursday 9:00-10:30 and after class</li></ul> E-Mail: jeff.pinegar@fandm.edu Office: 358-4460
<i>Course Description</i>	<p>This course examines the analytical, decision making, and planning concepts and tools available to market, product, and brand managers. Specific decisions to be addressed include: product policy, policy formulation, and the selection of product market strategies, new product development, product-line modification, and organizational implications. This course will consider both products and services.</p> <p>The course is structured to provide ample opportunity for interaction among students, and between student and instructor. Emphasis is placed on text material, discussion of cases and relevant readings. Because of the heavy emphasis on discussion and interaction, attendance on a regular basis will be expected. The major objective of this course are:</p> <ol style="list-style-type: none"><li>1. To impart knowledge of some fundamental new product marketing concepts.</li><li>2. To provide a background in new product management so that you can interact with others in the profession and other management functions.</li></ol>
<i>Required Readings</i>	C. Merle Crawford and C. Anthony Di Benedetto. <i>New Products Management</i> , 7th edition. Burr Ridge, IL: Irwin-McGraw-Hill, 2003.  Other assigned articles are available on the class edisk.
<i>Attendance Police</i>	If I notice that you are missing class, you're missing to many classes and it will adversely effect your grade. If I am going to miss/cancel class I will let you know via email in advance. I expect the same treatment from you if are going to miss class.
<i>Academic Conduct</i>	<p>Academic Conduct Code applies; please familiarize yourself with this code. It is expected that all work on which you are graded will be the result of your own efforts (i.e. personal knowledge, thinking and labor). All references used during assignments should be properly cited. All forms of dishonesty, including but not limited to, cheating, plagiarism, knowingly furnishing false information, or academic misconduct is unacceptable. Anyone suspected of violating this policy will automatically be referred to the school administration.</p> <p>Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:</p> <ul style="list-style-type: none"><li>• Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;</li><li>• Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;</li><li>• Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);</li><li>• False claims of performance or work that has been submitted by the claimant;</li><li>• Alteration or insertion of any academic grade or rating so as to obtain unearned academic</li></ul>

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credit;

- Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;
- Forgery, alteration or misuse of any institute document relating to the academic status of the student.

While these acts constitute assured instances of academic misconduct, the instructor may define other acts of academic misconduct.

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### Grading

In the tradition of liberal arts, the course is based on 2 of the 3 Rs, Reading and 'riting. Several types and groups of assignments are used in the course in order to balance (1) covering the material to a proper and good depth, (2) students performing tasks which indicate competency and understanding, (3) students having enough time to sleep and breath, (4) having a grading system that is not a pain to administer and (5) having a system that satisfies the school administration.

- Mid-Term Exam                    20%
- Final Exam                        25%
- Individual Short Case        10%
- Group Case                        25%
- Book Review                      10%
- Classroom Activities        10%

*(Adapted from Con Kasperson)* This course is taught from a marketing perspective and effective marketing relies upon successful transmission of information from seller to buyer. A product "sells" when its benefits are clearly understood and they satisfy the needs of the buyer. When preparing your work for this course, please keep this in mind. Think of your papers and exams as marketing problems; try to use what you learn about marketing when you develop them. For example, if, as perceived by the reader, your paper offers no evidence that you know or understand of the theories studied in this course (that is, if the paper could have been written equally well by someone who had never been in the marketing course or read our text) you will receive a failing grade. A paper that earns a C has simply met the absolute minimum level of development.

General grading standards for the work you do in this course are as follows:

- A. This paper (or answer on an exam) demonstrates a clear understanding of the marketing theories appropriate for the case or question. The theories and concepts are used as both a framework for analysis and the analysis itself. Options and recommendations flow logically from the analysis. Potential pitfalls are identified and contingencies mentioned, if available. The paper is analytical in nature. This paper is well developed, captures the reader's attention quickly, employs deductive reasoning, and uses proper English.
- B. This paper differs from the "A" paper primarily by its development. While proper concepts and theories are used, they are often used as points of description than themes for analysis. In addition, this paper may be less effectively written either by its use of language or by its opening or concluding remarks.
- C. This paper shows an adequate understanding of the theories and concepts, but uses these tools mainly to describe the case; there is little analysis and insight. It does not demonstrate that the author sees the case through the eyes of a marketer. This paper is usually too short to be effective, too descriptive rather than analytical, settles on a recommendation too quickly, and/or lacks any concern for the possible side effects of the recommendation.
- D. This paper uses the terms covered in the course, but does not use them to gain any insight into the case. This paper could be written by someone who simply read the table of contents of the text, and it might also suffer from serious writing problems either in the development of the paper or in the use of the language.

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- F. This paper could have been written by someone who had never read a book or article on marketing or attended any of the class sessions. This paper is intuitive rather than theory based and analytical and does not demonstrate that the author has learned anything about marketing.

These are *general* guidelines. Papers that meet the test for an A, but are poorly written will probably receive a B. Likewise, one that receives a C might be suffering from poor writing of an otherwise B paper. Effective writing, however, will not be able to disguise weak content. In other words, you might think of a paper as 75% content and 25% form.

Since members of the class have a variety of experience writing, the standards I use for grading will be lower initially but will significantly increase over time. That is, my expectations for the use of sound theories and concepts to fully understand both the strategic and tactical issues in the case will be more complete -- one concept or theory will not be enough. In addition, my expectations for a well “packaged” product will increase as the course progresses and you are able to consider perception processes, strategic options and their implications, the nature of demand, the product life-cycle, and the like.

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*Writing Guidelines*

1. All assignments are to be professional quality and incorporate proper grammar, spelling, word usage, clarity, sentence structure, sentence variety, and use proper writing principles.
2. All assignments are to be typed, single sided, double-spaced, 12-point font, with 1-inch margins. (*Failure to follow these guidelines will result in a loss of points*)
3. The length for each assignment (given below) should not be seen as a hoop to be jumped through, but as an indicator of the instructor’s expectations of the depth of coverage an assignment requires. As such, attachments are not counted in these estimates. Regardless of length, your goal should be to cover the material as concisely as possible. A short tight paper will receive a much higher grade than a long puffy paper.

## Assignments

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*General*

**Assignments are due at the start of class on the day assigned or before and will not be accepted late under ANY circumstances.** If you are going to miss class on the day an assignment is due, to receive credit for the assignment, you must get the assignment to me before class. Placing the assignment in the class edisk drop box is acceptable.

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*Mid-term Exam*

**20% of Grade**

An in-class mid-term exam covering the material in chapters 1 through 11. Further details on the format of the exam will be provided during class. Unless the instructor is notified in advance, of an acceptable excuse, no make-up exam will be given, and a grade of zero will be assigned.

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*Final Exam*

**25% of Grade**

A final exam covering the material in chapters 11 through 12 plus major concepts in chapters 1-11. Further details on the format of the exam will be provided during class. Unless the instructor is notified in advance, of an acceptable excuse, no make-up exam will be given, and a grade of zero will be assigned.

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*Individual Short Case*     **10% of Grade**

A Harvard Business Case, or similar, will be assigned. Each student will be required to analysis the situation in the case and present their analysis and recommendations.

Students perform analyses of situations related to course topic. The student prepares a written interpretive analysis from a personal professional point of view. The questions in the case are only a guide. The analysis and opinions must explicitly relate to the subject matter of the course.

Case write-ups should be approximately 3-4 pages. Additional details of this assignment will be provided later. All cases will be discussed in during the next class.

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*Group Case*     **25% of Grade**

Self-selected groups of four students working together will write a major term paper and present their findings before the class near the end of the term. The term paper itself is worth 70% of this assignment, while quality of the in-class presentation is worth 30%. The ability to incorporate and apply lecture and textbook material is considered when grading. Presentations will take place on the days indicated on the course calendar. All term papers are due on the last class-meeting day.

You may select either a very successful new product that was launched in recent years, or one that was launched but failed in the marketplace. You may want to start with a Harvard business case (<http://harvardbusinessonline.hbsp.harvard.edu>) or a product that a group member has been involved with during any past work experience.

Your report will be an analysis of the development and marketing of this product. The product's history (as traced in the business press, news magazines, etc.) should be reasonably complete. You would also be expected to assess the reasons for product success or failure and speculate on how the outcome might have been improved had steps in the new product development process been different. Again, these are only crude guidelines; additional details of this assignment will be provided later.

Early in the semester (see Course Schedule for exact day), a half-page proposal is due indicating at least the final group lineup, the project selected, and a project plan (where you will get your information, a rough outline of your paper, how you plan to split up the work, a rough time line). The proposal must be cleared by the instructor. Once your proposal has been approved, you can sign up for a class presentation date (first come, first served). A progress report is due shortly thereafter (see Course Schedule for day).

A critical component of this project is your professional presentation before the class. It is expected that you will use PowerPoint or an equivalent presentation system. PowerPoint software and projection hardware will be available on the group presentation days.

A typical report is about 25 pages long including exhibits. It should include all pertinent background material on the product you are studying, your analysis and description of the new product development process, your conclusions, and your recommendations.

*It is expected that the group will handle problems of participation by individuals as they would at work.* A group peer evaluation of each group member will be included in the determination of final course grades. Two related pieces of advice: (1) Deal with problem members early; (2) Rate them accurately on the group peer evaluations.

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*Book Review*     **10% of Grade**

There is not enough time to read all the available material on new product management. Therefore, each student will read and review a book or major series of articles relevant to the course. If there is any question in your mind about the appropriateness of the book, please ask before you read it for the course. The review should be styled similar to those in business publication. Review should be a maximum of 2 pages in length, single-spaced. The review should not be a critique of the book in general but an explicit review relate to the subject matter of the course. **YOUR REVIEW SHOULD TEACH YOUR READER SOMETHING ABOUT NEW PRODUCT MANAGEMENT.** All reviews will be copied and distributed to the class.

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*Classroom Activities*

**10% of Grade**

On many days, an Activity is planned information on these is provided below in the class calendar. Participation in the *Activities* is expected and 5 of these will be collected and grades are assigned (2-points for excellent and 1-point for Good).

Assignment Schedule- See class calendar for schedule of classroom activities.

**Tentative Calendar** (subject to change with or without notice, but with good reason)

Date	Text Chapters (read before class)	Assignments (Due at start of class)
Wednesday Sep 4		
Monday Sep 9	1, 2	<p><b>New Product Success/Failure.</b> Come to class with either a new product or an ad for a new product that was recently introduced (preferably in the past year or two). Be prepared to discuss some reasons why it might have succeeded or failed.</p> <p><b>Quote:</b> Quality, Time, or Cost you can pick two. What does this mean?</p>
Wednesday Sep 11	3	<p><b>Product Development Institute</b> (<a href="http://www.prod-dev.com">www.prod-dev.com</a>): Follow the links to the Stage-Gate system. Write a short summary about Stage-Gate and how it works. How do firms benefit from following a systematic new products process? (You may get additional information at the related website, <a href="http://www.stage-gate.com">www.stage-gate.com</a>.) Bring to class your written answer to the question.</p>
Monday Sep 16	4	
Wednesday Sep 18	5	<p><b>Product Concept.</b> Come to class ready to read off some new product concept you have come up with. The purpose is to see if we understand the form of a concept, not to judge whether the particular one you thought up is any good.</p>
Monday Sep 23	6	
Wednesday Sep 25	7	<p><b>Dimensional Analysis.</b> This is a test of your ability to recognize all of the attributes of an object, not just the determinant attributes. We will use bread makers. Thinking of bread makers, generically, please make a list of the attributes they have. Stretch your imagination. You should be able to come up with at least 50 attributes. It would be great if you could find, say, 150! (See the flashlight example in the book). Prepare your work for an overhead.</p>
Monday Sep 30	8	<p><b>Determinant Gap Map.</b> For this, please take the broad category of drinks. Select two of the most meaningful determinant attributes for this category (do not use price as one), and then use those two attributes to construct a two-dimensional gap map (see the snack example in the text) on which you place all of the drinks you know something about. Then find one or two gaps in the map where there would be a potential new product opportunity. Be broad in your definition of drink (e.g. milkshake, water, milk, sports drinks, wine, coffee, "new age" beverages, etc., not brands unless the brand is a unique form). Prepare your map for an overhead.</p>

Date	Text Chapters (read before class)	Assignments (Due at start of class)
Wednesday Oct 2	9	<b>@Issue Article.</b> Go to the Corporate Design Foundation (CDF) website (cdf.org), and follow the links to the @Issue newsletter. Look through the titles of the current issue and also some of the back issues, and find an article that appeals to you or seems pertinent to this course. Download the article, and write up one to two paragraphs summarizing the article and commenting on its relevance to the course. Be prepared to present your article summary and comments informally in class.
Monday Oct 7	10	<b>Group Case</b> - Proposal
Wednesday Oct 9	11	<b>Individual Case Due.</b> Details to be provided in class
Monday Oct 14	<b>Fall Recess</b>	
Wednesday Oct 16	Catch-up and Review	
Monday Oct 21	<b>Mid-term Chapter 1-11</b>	
Wednesday Oct 23	12	
Monday Oct 28	13	<b>A Gallery of Bad Designs</b> (www.baddesigns.com): This website collects bad designs of all different types, including poorly-designed products. Select two or three of the badly-designed products as identified on this website or that you know of personally. Describe their problems and how they could easily have been rectified. What could have been done to avoid these problems? Bring to class (1) a copy of the material from the website, (2) your answer to the question, (3) a picture of the product on overhead transparency.
Wednesday Oct 30	14	<b>Visions Article.</b> Go to the Product Development and Management Association (PDMA) website (www.pdma.org), and follow the links to the Visions newsletter. Look through the titles of the current issue and also some of the back issues, and find an article that appeals to you or seems pertinent to this course. Download the article, and write up one to two paragraphs summarizing the article and commenting on its relevance to the course. Be prepared to present your article summary and comments informally in class.
Monday Nov 4	15	
Wednesday Nov 6	16	<b>Group Case</b> – Progress Report
Monday Nov 11	17	<b>Product Use Test Plan.</b> This is a document you might write to the director of new products (you are role playing as a new products manager working on your concept). Your company wants to launch a new microwaveable ice cream sundae. (It is ice cream with frozen chocolate or caramel syrup on top. When placed in the microwave oven, the syrup heats and melts over the ice cream, which stays cold.) Write out a brief recommendation as to how you would plan to do the use-testing in order to fulfill the protocol and any other objectives for use-testing which you feel are important. Use the testing dimensions discussed in the chapter. Prepare your product use test for an overhead.

<b>Date</b>	<b>Text Chapters</b> (read before class)	<b>Assignments</b> (Due at start of class)
Wednesday Nov 13	18	
Monday Nov 18	19	<i>Book Review</i>
Wednesday Nov 20	20	<i>Branding and Packaging.</i> Bring to class a package for a consumer package good. Evaluate the branding and packaging using the criteria given in the textbook. Explain why yours is an example of a good (or bad) brand name.
Monday Nov 25	21	
Wednesday Nov 27		<b>Thanksgiving Break</b>
Monday Dec 2	22	
Wednesday Dec 4		<i>Group Presentations</i>
Monday Dec 9		<i>Group Presentations</i>
Wednesday Dec 11		<i>Group Presentations and Review</i>
TBD		Final