

School of Business and Nonprofit Management Course Syllabus

BSE 3640 Fall 2012
Brand Management and New Product Development (NPD)
Aug 28 - Dec 6 Tuesdays and Thursdays 1:30-3:10

Instructor

Michele Klich Wayte PhD
Professor of Marketing
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See Instructor Bio in Appendix A.

Office Hours

Tuesday/Thursday 12:30-1:30
Wednesday 11-2 or by appointment

Required Text

Crawford, Merle and Di Benedetto, Anthony. *New Products Management* 10e, McGraw Hill Irwin, 2011. ISBN 978-0-07-340480-6

Other course materials such as PowerPoints, articles, assignment samples/guidelines, and study guides will be posted on Moodle.

Course Description

Students develop and evaluate a marketing plan for a product or service. Identifying markets, estimating demand, determining budgets, and evaluating the effectiveness of programs are emphasized. Creating product concepts; managing products through the product life cycle; understanding portfolio analysis; developing policies for pricing, advertising, sales marketing channels, and customer relations are discussed. Prerequisite: BSE 3610, 3620, 3630.

Class Format

This class utilizes lectures, class discussion, cases, team activities, quizzes, projects, and in-class exercises. Students are expected to be prepared and participate.

Course Objectives

1. Develop theoretical approaches to New Product Development (NPD)--marketing, technical, creative and design--and apply the tools and techniques involved in the strategy, organization, concept generation, evaluation, technical development and marketing of new products and services.
2. Apply management techniques to the New Product Development (NPD) and product life cycle (PLC) processes.
3. Understand the issues, opportunities, risks and uncertainties faced by organizations planning and launching new products and services.
4. Review current and emerging global NPD "best practices".
5. Build competencies required for global product management leadership, innovation, ethics and team building.

Individual Development and Education Assessment

The University is moving to a standard student assessment instrument based on the IDEA Center's recommended approach. This approach requests that the instructor identify three key overriding objectives of the class. "Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate it," noted the IDEA Center (2009) when discussing its rating system.

The three IDEA goals are:

1. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Work with others as a member of a team.
3. Express yourself orally or in writing.

Student Expectations

Successful completion of the assignments in this course requires thorough preparation, critical analysis, and reflection, which, in turn, demand an adequate allocation of time and effort. **There is simply no shortcut to producing good, thoughtful work. As a result, I expect you to put forth an honest and enthusiastic effort towards your performance in the course.**

Submission of work

Written assignments are expected to be turned in on time (at or before the start of class on the due date) and be single-spaced with 1" margins to allow me to easily insert comments. **No late assignments will be accepted** except for extreme and extraordinary circumstances (i.e., death in the family). I strongly encourage you to complete assignments well ahead of the due date so sudden, unforeseen circumstances do not preclude you from competently completing and submitting on time your assignments.

Course Assignments and Grading

See Grading Rubrics in Appendix B.

1. **Class Participation** - 25 x 2 possible points = 50 points (14%)

In Weeks 2, 3, and 4, you will prepare and present a brief (5-minute) "New Product" Show and Tell (S&T). For this presentation, you will bring in a "new" product (on the market 6 months or less), explain its new design/"new" or improved features, and discuss the reasons the product was developed. How new and different is the product? What market opportunity has been identified/what problem is solved through the new product? How is the product being marketed, and how successful will the product be?

For one of these new products, you will develop an in-depth case study in response to these questions and submit it as Case Analysis #1. This new product can also be the topic for your Case Analysis #3 (a new product test) and your New Product Plan PowerPoint and Presentation.

2. **Quizzes** - 5 x 20 possible points = 100 points (28%)

In-class quizzes (objective + short answer questions) based on text and class discussion following each of the five sections of the Crawford & Di Benedetto text.

3. **Case Analyses** - 3 x 40 possible points = 120 points (33%)

Your three (3) page double-spaced (or single-spaced for Case Analysis #3) typed response to case questions will be evaluated in terms of support using relevant facts of the case, solid reasoning and incorporation of business concepts and other course material.

4. **New Product Marketing Plan PowerPoint and Presentation** = 90 points (25%)

Student teams (**up to 3 members**) will produce and present a marketing plan for a new product. A proposal must be instructor-approved before the team can move forward with the project by October 18.

Teams will present their New Product Marketing Plans during the final week of class. Appendix C of the Crawford & Di Benedetto text includes a sample outline for a new product marketing plan.

Final Grade and Grade Mapping

Your final grade will be based on a **total of 360 points** and the following scale will be used to determine your final letter grade.

.Final Grade / % of Total Points		Points (Out of 360)
A	93%+	334+
A-	90-92%	324-333
B+	87-89%	313-323
B	83-86%	298-312
B-	80-82%	288-297
C+	77-79%	277-287
C	73-76%	262-276
C-	70-72%	252-261
D+	67-69%	241-251
D	63-66%	226-240
D-	60-62%	216-225
F	Less than 60%	<215

Use of *APA Publication Manual*

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Publication Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the Internet.
- Copying another’s answers on an examination.
- Deliberately allowing another to copy one’s answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of team work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s Catalog (available at <http://www.northpark.edu>)

In conclusion, it is North Park’s mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773.244.6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>.

Laptop Computer and Other Electronic Devices Use in Class

You may use laptop computer in class to take notes and support presentations. They not may be used for personal use to search the Internet (for activities unrelated to class), send and receive email messages, play games, etc., as these activities may be disturbing to the students near you and disrupt their learning. Cell phones must be shut off or placed on silent/vibrate mode and may not be used during the class to send text messages.

Course Schedule of Topics, Readings, Activities and Assignments

Week 1 Aug 28-Aug 30 Introduction to Class Strategic Elements of Product Development	Course Syllabus Chapter 1
Week 2 Sep 4-6 The New Products Process Opportunity Identification and Selection "New Product" S&T	Chapter 2 Chapter 3-End of Part One
Week 3 Sep 11-13 Creativity and the Product Concept Finding and Solving Customers Problems "New Product" S&T	Chapter 4 Chapter 5 Quiz 1-Chapters 1-3
Week 4 Sep 18-20 Analytical Attribute Approaches: Introduction and Perceptual Mapping Trade-Off Analysis and Qualitative Techniques "New Product" S&T	Chapter 6 Chapter 7-End of Part Two
Week 5 Sep 25-27 Concept Evaluation System Concept Testing	Chapter 8 Chapter 9 Quiz 2-Chapters 4-7
Week 6 Oct 2-4 The Full Screen	Chapter 10 Due: "New Product" Case Analysis #1 by email Oct 4
Week 7 Oct 9-11 Sales Forecasting and Financial Analysis Product Protocol	Chapter 11 Chapter 12-End of Part Three Quiz 3-Chapters 8-12
Week 8 Oct 16-18 Design Development Team Management	Chapter 13 Chapter 14 Due: New Product Plan Proposal by email Oct 18
Week 9 Oct 23-25 Product Use Testing	Chapter 15-End of Part Four Due: Team Management Case Analysis #2 by email Oct 20

Week 10 Oct 30-Nov 1 Strategic Launch Planning	Chapter 16 Quiz 4-Chapters 13-15
Week 11 Nov 6-8 Implementation of the Strategic Plan	Chapter 17
Week 12 Nov 13-15 Market Testing	Chapter 18 Due: Topline MR New Product Case Analysis #3 by email Nov 17
Week 13 Nov 20 Nov 22	Work Day No class - Happy Thanksgiving!
Week 14 Nov 27-Nov 29 Launch Management	Chapter 19
Week 15 Dec 4-6 Public Policy Issues	Chapter 20-End of Part Five Quiz 5-Chapters 16-20
Finals Week New Product Plan Presentations	Due: New Product Plan PowerPoint

N.B. The instructor reserves the right to change the schedule in order to better serve the needs of students.

Appendix A Instructor Bio



Michele Klich Wayte, PhD joined the SBNM faculty at NPU in 2011 as a Professor of Marketing. Born and raised in nearby Gary, Indiana, she relocated back to Chicago in August 2010 after 20 years on the West Coast and abroad.

With over 10 years in academia, Dr. Wayte has been a marketing professor at Concordia University-Portland, California State University at Fullerton, and University of Guam. She has taught principles of marketing, consumer behavior, advertising, personal selling, global marketing, research and analytics, as well as psychology and communication courses. She also taught graduate marketing courses in Hangzhou, China in association with the Beijing School of Management. She has conducted seminars, presented conference papers and published articles on transformational leadership, new product development (NPD) and the innovative use of case studies in business education.

She has served as both a research director and senior analyst for global marketing research firms in Chicago, Phoenix, Los Angeles and Portland, OR. She is also a private marketing consultant and principal of the MKR/C Group. As a market researcher, she has designed and managed large-scale research projects for a number of Fortune 500 companies including Procter & Gamble, IBM, Colgate-Palmolive, SC Johnson, and Anheuser-Busch. For Hormel International Foods, she completed the all-island SPAM® study on Guam.

Entrepreneurship and small business development have long been research interests. On Guam, she was an advisor to Citibank's Women in Business (WIB) group and a contributing editor for *Business Success* which profiled small business owners in Asia Pacific. She examined the psychological development of Portland-area social change leaders in *Social Entrepreneurs: Profiles in Faith, Courage and Risk-Taking* and has served as a judge for several business plan competitions including the Seattle Pacific University (SPU) Social Venture Competition. In 2012, she presented on the accountability of social enterprises at the IACBE Annual Conference in Kansas City, MO and at the NPU Social Justice and Reload Conference in Chicago. Current research projects include an international study assessing cultural impact on social enterprise development.

Dr. Wayte received her PhD in Communication from Purdue University, specializing in marketing and media studies. Her dissertation was the first comprehensive study of the Hispanic market in the United States. She also holds a master's degree in Clinical Psychology from DePaul University and was formerly a professor of psychology and a marriage and family therapist.

She lives with husband, Kevin, a retired USAF officer turned retail manager, teenage daughter Cher, and a Norwegian Forest cat named Caramel. She has traveled extensively in Europe and parts of Asia and Australia and speaks fluent French and Spanish.

Appendix B Grading Rubrics

1. Your Class Participation will be graded the following points according to these criteria:

- 2 - Contributes in a significant way to the classroom discussion by regularly adding own insight, integrating with or relating concepts to real-world applications, other topics in this and other business classes and draws relevant and appropriate observations from readings.
- 1 - Minimal participation. Answers only when called upon with little understanding of material.
- 0 - Unexcused Absence

2. Your Case Analysis will be graded according to the following criteria:

	8 pts	7 pts	6 pts	5 or less pts
Content	Effectively references course content and properly applies principles to real-world situation outlined in case. Length of paper is within the stated limit (approx. 3 double-spaced pages).	References course content but application of principles is only partially appropriate for the particular case situation.	References course content but principles not correctly applied, or unfitting to case situation.	Does not refer to course content. Little or no application of course principles. Paper is not the proper limit.
Case Questions	Fully addresses all posed case questions. Provides a thorough and insightful response to the questions.	Addresses all posed case questions. Responses adequate but not exhaustive.	Addresses some but not all of the posed case questions. Responses less than adequate.	Does not address the posed case questions
Overall Analysis	Thorough and concrete analysis, going beyond posed case questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate.	Writing is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	Writing is poor, unclear, disorganized or contains significant grammatical errors.
APA Format	Follows APA format	Follows APA format with some errors	Partially follows APA format	Does not follow APA format

3. Your Team PowerPoint/Presentation will be graded according to the following criteria:

	10 pts	9 pts	8 pts	7 or less pts
Content	Effectively references course content and properly applies principles to real-world situation. Conforms to suggested length.	References course content but application of principles is only partially appropriate for the particular situation.	References course content but principles not correctly applied, or unfitting to situation.	Does not refer to course content. Little or no application of course principles. Does not conform to suggested length.
Response to Questions	Fully addresses all posed issues. Provides a thorough and insightful response to the issues.	Addresses all posed issues. Responses adequate but not exhaustive.	Addresses some but not all of the posed issues. Responses less than adequate.	Does not address the posed issues.
Overall Analysis	Thorough and concrete analysis, going beyond posed questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Quality of PowerPoint/Presentation	Organized, concise, grammatically correct, clearly written in understandable language.	PowerPoint is adequate.	PowerPoint is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	PowerPoint is poor, unclear, disorganized/ contains significant grammatical errors.

Grading rubrics adapted from Acles, K., SBNM 4550 Course Grading Rubrics, Spring 2012.

Total points for the Team PowerPoint/Presentation will be multiplied by a weight of 2.25 to obtain a final possible score of 90 points.