Students are responsible for being familiar with and following the directions found in this syllabus.

MKTG 353-001: New Product Development
Syllabus - Spring 2018

Course Section: MKTG 353-001: New Product Development
Meeting Time: Tuesdays, 4:30-7:10 p.m.
Location: 134 Enterprise Hall
Final Exam: Tuesday May 8th, 4:30-7:15pm (check Final Exam Locator for updates)

Course Instructor: Professor Benjamin Diamond (Please use Prof. or Prof. Diamond)
Office and Office Hours: By Appointment Only
Contact Information: bdiamon3@gmu.edu

COURSE DESCRIPTION

This course focuses on all aspects of the new product and new service development process, from insight and inspiration through design and product launch. The course topics are designed around three phases: new product ideation, idea screening, and product refinement and launch. The course also explores current topics and best practices in innovation management, such as open innovation, managing creativity in organizations, and product design, and rapid prototyping. Over the course of the class, students will work in teams to develop several new product ideas, and will take one of those ideas as close to a working prototype as possible.

Prerequisites: MKTG 301/303 with a C or higher or MBUS 303
MARKETING 353 COURSE LEARNING OBJECTIVES

After completion of the course, students will be able:

- To obtain a basic understanding of the new product development process, including the processes involved in 1) ideation and the creative “front end” of innovation, 2) idea screening, and 3) new product refinement and launch,
- To learn how to manage creativity as a discipline that can be learned and applied in an organization, as opposed to something individuals are (or are not) born with,
- To expose students to a variety of prototyping and modeling tools that can be used by non-engineers,
- To apply market research techniques in the pursuit of developing new products,
- To apply basic forecasting and finance concepts to support new product development decision-Making,
- To gain a deeper understanding of how the marketing mix (product, price, place, and promotion) is leveraged in the innovation process.

Undergraduate Program Learning Goals (those in bold will be addressed in this class):

1. Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
2. Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
3. Our students will demonstrate technical and analytic skills appropriate for success in business.
4. **Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.**
5. Our students will demonstrate knowledge and skills appropriate for specialization in their majors.
6. **Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.**

Course Materials: The customized reading pack available at:
http://www.study.net/r_mat.asp?crs_id=30117215
Registration is required, and purchase price is $84.78. If you elect to have a printed TEXTPAK™ there is an additional charge. See section on Study.Net Materials in this syllabus for further information and the information posted on Blackboard.
Other materials available online as noted on schedule: for details on free HBR access – see https://hbhelp.zendesk.com/hc/en-us/articles/216252128-Article-Limits

Lecture Notes and Class Materials: Posted on Blackboard

Credit Hours: 3 credit hours
Programs: Elective course for Entrepreneurship minor and for Marketing major
COURSE CONTENT

GRADING COMPONENTS

All students are graded with the same standard and components:

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>150</td>
</tr>
<tr>
<td>Group Participation</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1 (150) and Final Exam (150)</td>
<td>300</td>
</tr>
<tr>
<td>Team Briefs (3 @ 100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Team Product Prototype</td>
<td>100</td>
</tr>
<tr>
<td>Final Team Product Pitch</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

CLASS PARTICIPATION (150 POINTS)

This class consists of short lectures, in-depth discussions, in-class activities, and group projects. Your regular attendance and participation is vital to your learning and the learning of the other students in the class. Class participation and in-class assignments will constitute 150 points (15%) of your overall grade. I will drop the lowest in-class assignment grade. We will work on several exercises in class that will help each team make progress toward their final pitch, so your participation in class is essential.

GROUP PARTICIPATION (50 POINTS)

Each student will be required to complete a team peer evaluation for participation at the end of the semester. Details will be provided near the end of the semester. Students who receive poor evaluations can lose up to 50 points (5%) on the course grade. Please feel free to consult with me privately if there is an issue with participation from one or more members on your team.

INDIVIDUAL EXAMS (300 POINTS)

There will be an in-class final exam (150 points) based on the material covered after the first exam. There will be one take-home exam during the semester, also worth 150 points. The take-home exam is to be completed individually and outside of class time and will cover material discussed during the previous class periods as well as material from the readings, lecture slides, class videos, and class discussions. The take-home exam is an essay-based test, and will be available in Blackboard at least one week prior to when it is due. Students who do not complete the exam before the deadline will receive a grade of 0. Late exams will not be accepted (no exceptions) and the final exam will only be rescheduled in accordance with university policy (e.g., if a student has three final exams scheduled for the same day). More information on the final exam will be provided later in the semester.
TEAM BRIEFS (300 POINTS)

Rather than submitting a 20- to 30-page paper at the end of the semester, teams will submit written briefs after significant milestones of the product development project. This will allow you to get feedback from me and make adjustments moving forward, so that the final product pitch is as refined as possible. One person from each team will need to submit each brief on behalf of the group in Blackboard.

Writing Format
Each brief should be no longer than 7-pages, single spaced. Please use 1-inch margins, and 12-point, Times New Roman font and include tables and figures in-line in the document. Appendices and references do not count toward the page maximum. All team members’ names should be on each brief. As with any other academic work, please cite your work appropriately. Briefs can be organized in whatever manner your team chooses. I will return papers ungraded that are not correctly formatted.

I will provide the class with a separate document (posted in Blackboard) outlining exactly what I will expect to be included in each brief. The three briefs are as follows:

- **Brief 1**: Customer Profile/Target Market Brief (100 points) – Due on March 6
- **Brief 2**: Product Brief (100 points) – Due on March 27
- **Brief 3**: Product Launch and Forecasting Brief (100 points) – Due on April 10

**LATE BRIEFS**: Any written reports turned in late will be penalized at a rate of 15% per each day late. No research reports will be accepted over 2 days late. **Students who have trouble submitting a brief in Blackboard, should email it directly to me BEFORE the deadline.**

TEAM PRODUCT PROTOTYPE (100 POINTS)

Each team will be required to develop at least one prototype of their product concept and present it at their final product pitch. The prototype does not having to be a fully-functional working prototype, but it must represent a substantial effort and be suitable for using in follow-up customer interviews and focus groups. Prototypes must clearly convey the features of your final product. It is acceptable (and encouraged) to have multiple prototypes as you refine your product ideas based on customer feedback.

FINAL TEAM PRODUCT PITCH (100 POINTS)

Each team will be required to make a 10-minute, “shark tank” style new product pitch at the end of the semester. The format of the pitch is entirely up to each team, and all team members do not have to have a speaking role. I would recommend having only your best speaker(s) present. As the end of the semester gets closer, I will provide more details about what is expected of each team in the pitch. Team members who are absent for the final product pitch without first getting my approval will receive a grade of 0 for the pitch.

The pitches may be observed outside evaluators who have experience in new product development and or venture capitalism. Grades will be determined by me with input from the outside evaluators, and will be assigned according to how well the pitches are presented and demonstrate course learning.
Students are responsible for being familiar with and following the directions found in this syllabus. MKTG 353-001 Fall 2017

**GRADING SCALE**

The scale below will be used to assign letter grades for this course. You must get a grade of C or better in order for the School of Business to consider you having passed this class. Please note: The University, the School of Business, and I consider B to be a good grade. To earn any higher grade, you must demonstrate an outstanding mastery of the course material. Grades will not be rounded up.

*Extra Credit*: It is unlikely that there will be extra credit; if given, it will be announced and offered in class, and not on an individual basis.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>970-1000 points</td>
</tr>
<tr>
<td>A</td>
<td>940-969 points</td>
</tr>
<tr>
<td>A-</td>
<td>900-939 points</td>
</tr>
<tr>
<td>B+</td>
<td>870-899 points</td>
</tr>
<tr>
<td>B</td>
<td>830-869 points</td>
</tr>
<tr>
<td>B-</td>
<td>800-829 points</td>
</tr>
<tr>
<td>C+</td>
<td>770-799 points</td>
</tr>
<tr>
<td>C</td>
<td>700-769 points</td>
</tr>
<tr>
<td>D</td>
<td>600-699 points</td>
</tr>
<tr>
<td>F</td>
<td>0-599 points</td>
</tr>
</tbody>
</table>

**APPROACH**

This course will be project-based. Students will work in teams to conceptualize several new products and take one of them as close as possible to a working prototype by the end of the course. The course will also utilize lectures, business cases, supplemental readings, and guest speakers to expose students to best practices in innovation management and new product development.

**THE MASON HONOR CODE:**

Academic honesty is important to maintaining the integrity of our university and ensuring that your degree will earn you the respect you deserve. Students are expected to follow the honor code as presented in the University’s publications. Therefore:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:*

**Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

For this course, three fundamental principles to follow at all times are that: (1) all work submitted be your own (on individual assignments) or your teams (on team assignments); (2) when using the work or ideas of others give full
Students are responsible for being familiar with and following the directions found in this syllabus. They will be referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations will be based on the School of Business Recommendations (see chart on next page).

Any course assignment (e.g., exam, product prototype) that are determined to be in violation of the University Honor Code will be immediately referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations will be based on the School of Business Recommendations (see chart on next page).


<table>
<thead>
<tr>
<th>School of Business Recommendations for Honor Code Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG-Non Freshman Students (including transfer students)</strong></td>
</tr>
<tr>
<td><strong>Type of Violation</strong></td>
</tr>
<tr>
<td>Plagiarism</td>
</tr>
<tr>
<td>1. Failure to cite/attribute sources</td>
</tr>
<tr>
<td>2. Representing someone else’s work as the student’s own (e.g., copying and plagiarism)</td>
</tr>
<tr>
<td>Cheating</td>
</tr>
<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
</tr>
<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
</tr>
<tr>
<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
</tr>
<tr>
<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
</tr>
</tbody>
</table>

Credit through accurate citations; and (3) when conducting research you do not make-up customer feedback, etc. If you are uncertain about the directions on a particular assignment, ask for clarification.
Students are responsible for being familiar with and following the directions found in this syllabus.

COURSE POLICIES:

ATTENDANCE:

Attendance is expected. Being absent from class will cause you to miss the substantial amount of material that we will cover each session as well as the opportunity to work with your team on your research project. If you are absent from class, it is YOUR responsibility to find out from a classmate what you missed (both in terms of course material and announcements).

RELIGIOUS HOLIDAYS, SPORTS, AND SCHOOL-RELATED ACTIVITIES:

If you expect to be absent during the semester for any of these reasons, please notify me as soon as possible (minimum of 2 weeks prior) in order to make acceptable arrangements. [http://ulife.gmu.edu/calendar/religious-holiday-calendar/](http://ulife.gmu.edu/calendar/religious-holiday-calendar/).

INCLEMENT WEATHER POLICY:

This course will operate in accordance with official University decisions about inclement-weather cancellations. Please check the GMU web site or the information line (993-1000) if the weather is questionable. You can also sign up for Alerts – see [http://ready.gmu.edu/category/recent-alerts/](http://ready.gmu.edu/category/recent-alerts/). If class is cancelled, the course schedule may need to be changed.

ANNOUNCEMENTS AND UPDATES:

Email announcements between class meetings may be sent. Any emails from me will be sent to your GMU email account via Blackboard and will include “course name” in the subject line. It is your responsibility to check Blackboard regularly for the addition of any course materials.

E-MAIL CORRESPONDENCE:

Outside of class time and office hours, e-mail is the quickest method to contact me. You MUST use your GMU e-mail address. Federal privacy laws state that I am not allowed to provide confidential information to any non-GMU e-mail addresses and consequently I will not respond to emails from any other address. Make sure to plan your questions with enough time to receive a response. Under normal circumstances, you should receive a reply within 24 hours.

COMPUTER POLICY:

ABCD

No computers or other electronic devices, such as tablets or translation software, may be used during exams.

CELL PHONE POLICY:

Cell phones are NOT allowed in class. All cell phones MUST be set to silent/vibrate and kept out of sight during class time. No cell phones may be used during exams.
Students are responsible for being familiar with and following the directions found in this syllabus. MKTG 353-001 Spring 2018

DISABILITY POLICY:

If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 703-993-2474. All accommodations must be arranged through ODS.

DIVERSITY STATEMENT:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

http://ctfe.gmu.edu/professional-development/mason-diversity-statement/

SCHOOL OF BUSINESS COMMUNITY STANDARDS

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following

Community Standards of Behavior:
• Respect for the rights, differences, and dignity of others
• Honesty and integrity in dealing with all members of the community
• Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.
Students are responsible for being familiar with and following the directions found in this syllabus. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

OTHER USEFUL CAMPUS RESOURCES:

Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
University Libraries: “Ask a Librarian” http://library.gmu.edu/ask
Student Support and Advocacy Center http://ssac.gmu.edu/
Counseling and Psychological Services (CAPS): (703) 993-2380; http://caps.gmu.edu
Learning Services http://learningservices.gmu.edu/
School of Business Academic Advising http://business.gmu.edu/undergraduate/academic-advising/
School of Business Career Services http://business.gmu.edu/undergraduate/career-services/
University Career Services: http://careers.gmu.edu
IT Services https://itservices.gmu.edu/help.cfm

University Policies: The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

STUDY.NET MATERIALS

As written on page 1, this course utilizes a customized reading pack available at: http://www.study.net/r_mat.asp?crs_id=30117215
Registration is required, and purchase price is $84.78. If you encounter any problems please contact customerservice@study.net. You should be able to download the materials in the following formats: 1) pdf individual content links, 2) “Download zip file,” and 3) “Download eReader File.” You can use the “Download zip file” option to download all or any of the materials. The “Download eReader File” allows you to view a single pdf file of the materials that includes page numbers at the bottom (in addition to the original page numbers from the original source located where the publisher printed them). Please note that in some cases, you will need to rotate the image of the pdf in order to read the materials. Also note that there are a couple of times when the pages are repeated in the readings – these contain important concepts so reading them multiple times is not a negative.

The cost of the materials reflects primarily the copyright charge. The readings have been specifically chosen for this course. If you had purchased the items individually it likely would have cost much more based on my research. If you elect to have a printed copy of the materials TEXTPAK™ from Study.Net there is an additional charge. Other materials available online as noted on schedule: for details on free HBR access – see https://hbphelp.zendesk.com/hc/en-us/articles/216252128-Article-Limits
The class schedule and assigned readings are subject to change during the semester if deemed necessary by the instructor. Any changes will be posted to the ‘Announcements’ section of Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assigned Reading(s) (read before class)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23</td>
<td>Syllabus Overview Introduction to Innovation and Design Thinking</td>
<td>1. Chapter 1 – “A Brief Introduction to Design Thinking” from <em>Design Thinking</em> (11 pages)</td>
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<tr>
<td></td>
<td></td>
<td>Team Project Overview/Team Formation</td>
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<tr>
<td>3</td>
<td>Feb 6</td>
<td>Innovation Team Dynamics</td>
<td>3. Chapter 2 – “Development Processes and Organizations” from <em>Product Design and Development</em> (5 pages)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 13</td>
<td>Exam 1 Qs distributed Online through Blackboard and Via Email</td>
<td>1. Get a Head Start on Material Coming, Catchup / Reread</td>
<td></td>
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<tr>
<td></td>
<td>Class will not Meet</td>
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<td>2. Early Start on Exam!!</td>
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<tr>
<td>Date</td>
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</table>
| Feb 27     | Customer Insights Part II: Research Tools                             | 8. Chapter 5 – “Conduct Probing Buyer Interviews” from Buyer Personas (23 pages)  
| Final Drop Date (24th) |                                                          | 9. Step T16 – “Structure the Data” (and Step T17 - “Identify Key Themes”) from Voices into Choices (28 pages)  
|            |                                                                      | Exam 1 Due by start of class                                           |
|            |                                                                      | 11. Chapter 14 – “Prototyping” from Product Design and Development (13 pages)  
|            |                                                                      |                                                                      |
| March 13   | In-Class Mini-Pitches                                                | (In 10 minutes or less, present an overview of your team’s target market, key customer problems, and three potential product ideas and get feedback from the class)  
|            |                                                                      | Brief 1 Due at start of class                                         |
| March 20   | Spring Break                                                         |                                                                      |
|            |                                                                      | --                                                                  |
| April 3    | New Product Launch Part II: Integrated Marketing Communication Toolkits | 13. Chapter 23 – “Hot Items in Your Launch Toolkit” from New Product Launch: 10 Proven Strategies (6 pages)  
|            |                                                                      | Brief 2 Due at start of class                                         |
|            |                                                                      | --                                                                  |
|            |                                                                      | Brief 3 Due at start of class                                         |
| April 24   | Team Product Pitches (with prototype)                                 |                                                                      |
Students are responsible for being familiar with and following the directions found in this syllabus.

<table>
<thead>
<tr>
<th>15</th>
<th>May 1</th>
<th>Team Product Pitches (with prototype)</th>
<th>Peer Evaluation Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May 8</td>
<td><strong>FINAL EXAM</strong></td>
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<td></td>
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<td>(In-class, 4:30-7:15 PM)</td>
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</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

(in alphabetical order, please refer to course schedule for order to be read)