Required Texts


(WEB) Website containing cases and readings and some powerpoint slides downloadable from the internet at www.study.net

Additional Recommended Readings


COURSE OBJECTIVES

The purpose of this course is to help you better understand why new products/services, and updates of older ones, are critical to firm growth and survival in a competitive marketplace and to learn how major firms successfully develop, market, and price such products. The MBA is uniquely appropriate to involvement with new product design and development (NPDD), because of its inter-functional emphasis. Products and related services are so central to any business, NPDD must necessarily involve many business functions; it is not simply one of the marketing activities of a firm. This course emphasizes a systematic and proactive approach to product development whereby a firm actively searches for opportunities for profitable new products or the modification and repositioning of existing ones and behaves in ways that encourages their speedy development and market introduction. We explore market concerns when something new is introduced and examine the nature of market responses to new products. We discuss research and analytic tools to aid in understanding and managing strategic change. We examine why new products succeed or fail and explore ways to improve their likelihood of success through project planning and organization and market research. Specific research techniques, such as concept testing, conjoint analysis and perceptual mapping, are emphasized. In sum, we consider what is involved in developing promising new product ideas into marketable products. The basic steps of opportunity identification, design, testing, and commercialization will be outlined and workable procedures for their implementation discussed. The process of developing and refining the marketing mix prior to new product launch, with special emphasis on pricing decisions, will be emphasized in the latter part of the course. Numerous discussion questions, videos, and short cases afford opportunity to develop and test your understanding of some of the ideas presented in the course. In addition, a group project to examine the viability of a new product idea of the group’s choice will also provide opportunity to use the approaches and concepts discussed.

ADMINISTRATION

Because of the intensive nature of the course, class attendance and advance preparation for each class session (i.e., reading, thinking about assignments, coming with questions or reactions, etc.) is essential. In lectures and discussion I try not to repeat what is in the text, but rather to examine topics that are not included or discussed rather briefly. Much effort will be made to focus on real issues of NPDD and your questions and comments are most welcome. Your course grade will be based upon several factors:

Case Write-ups (2) (10% + 15%)* ................................................................. 25%
Final Exam** ............................................................................................. 35%
New Product Development Project ‡......................................................... 30%
Class Participation ............................................................................. 10%
TOTAL 100%

- Cases mostly relate to actual marketing problems faced by real firms and provide you with an opportunity to analyze the situation and suggest and defend plausible recommendations for implementation. Some of the videos also involve managerial decision issues. There are two cases dealing with aspects of the new product development process that are to be written and handed in. You are asked to read and think about all the cases and discussion questions and to participate in their class discussion. You are to submit written analysis and recommendations regarding issues that arise in new product development for the cases assigned in Session # 4 and Session # 9. The two written cases are to be handed in on the dates of their class discussion. **No late papers will be accepted. ALL cases and class assignments (written or not) and videos may serve as the basis for questions on examinations. It cannot be emphasized strongly enough that significant learning comes from feedback and feedback arises out of a willingness to expose your viewpoints to the
critical judgments of the class and instructor. Please do not be reluctant to voice your opinion.

Make mistakes, if they must be made, in class rather than in the real world.

** The Final Examination will consist of objective questions [e.g., true-false (with explanation), multiple choice], very short-answer and/or essay questions, and possibly short cases. This exam will cover the course material including chapter assignments and readings, lecture/discussion, cases and problems, videos, etc. Preparation for the exam should involve (1) reading and studying all assigned material, (2) taking comprehensive class notes and reviewing them prior to the exam, and (3) devoting effort to the preparation and analysis of the cases. Hint: Pay attention to the topics emphasized in this syllabus as they represent my judgment of the important issues.

‡ Group or Individual Projects:

Group. The group project should provide a better grasp of the concepts taught in class by actually applying them to a topic of choice. It differs from the case studies in that the cases have a structured form with a clear starting point. In this project, however, there is no preset story. You will write it as you go along. The situation is simple: you are a group of 4-5 newly minted MBA’s who have decided to form your own company and market a new product that you will develop. Your task is now to: 1. Identify a promising new product/service opportunity. 2. Come up with at least one promising new product idea i.e., lay out the specs for this new product: What are its attributes, performance level, etc.? 3. Perform a preliminary market analysis: Make the case for who are the best market targets and why they should be interested? Who are the competitors and what can they do to you and how fast? What is the probable size of the market and growth rate? 4. Consider what market research is needed to reduce risk and uncertainty. 5. Develop a tentative launch strategy: price, promotional mix, distribution outlets, cost and sales forecast, etc. 6. Present your plan, at the end of the course, to “Shocker Venture Capital” for funding. In short, think of the project as an opportunity to apply course materials to a new product opportunity of your (group’s) choosing. Emphasis is on the topics dealt with during the “fuzzy front end” of the process. Treat the project report as an opportunity to demonstrate you know how to apply what you have learned. Talk to consumers and other stakeholders.

You will be required to make two presentations for this project: 1) a written presentation of a market opportunity you see (used to recruit other class members to your group) and 2) an 10-minute oral presentation at the end of the course of the specific new product your group has designed to meet this opportunity, the resources required, the time it will take to develop, and the tentative marketing plan for launch. A written project report is also required (due at the time of the Final Exam), but the oral presentation is used to elicit feedback from the class and me to help in preparation of the written report. A separate handout (on the study.net website) will provide a more detailed description of the project assignment. To foster an active and lively atmosphere in class, to stimulate your thinking, and to facilitate the learning process, you will work in teams of four to five students. Teams are preferably randomly assigned [my primary reason for this is that this is a much more realistic analog of the workplace than if you were to self-select your project groups]. Individuals adding this course after the first day of class will be assigned into one of the teams having the fewest number of students. If, due to students dropping the course, your group size falls to 3 students, you have the option of either 1) proceeding with a three-person team, or 2) requesting that I assign you into another existing group. Group membership will not change after the GSM add/drop deadline.

Individual (small group) Alternatives The alternative project’s purpose is to give you experience in critically examining new product design and development processes or the strategies followed by a specific company in greater detail. While this alternative is offered as an individual effort, it can be done by a small group. Group size (up to three) should be commensurate with what is proposed. A written proposal is mandatory and 10-minute oral presentation of your
findings at the end of the course is expected. Possibilities for such projects include:

a) **An examination and critique of all or some aspect of the NPDD process used by a Bay Area company.** You will be responsible for generating the contact and obtaining the information necessary to analyze/critique the particular new product development process. Your critique should be grounded in concepts introduced in the course.

b) **An examination and critique of new product development and strategy for a specific new product** based upon secondary data and information obtained by you from published sources and (possibly) interviews with corporate personnel. Your critique should be grounded in concepts introduced in the course.

c) **An examination and critique of some aspect of the new product planning or development process** (e.g., brand equity, concept testing, pre-test market forecasting, demand forecasting, diffusion processes, idea generation, test marketing, product or advertising testing, Total Quality Management, etc.). A thorough literature review and synthesis is expected along with your own critique of current practice.

d) **Development of a marketing plan for a new product** [or as much of one as is feasible given time, cost, data availability, access to proprietary information, etc.] It is anticipated that you will not be able to disclose information about a company’s actual product plans. The new product could be a idea of yours that you wish to investigate or one that you have read about in the media. The plan should illustrate use of course concepts.

**NOTE:** The project portion of the course will require a substantial investment in terms of time and effort. If you are working with a group, you will have the opportunity to evaluate the contributions of each member upon completion of the project. Based upon these evaluations, I will adjust (upwards or downwards) individual grades from that given the group project. Lack of active participation in the group project can have a major negative impact on your course grade.

**Class participation** is graded to encourage you to prepare for class discussion of readings, end-of-chapter questions, and short cases, since no written assignments of these are contemplated.) Class attendance is not mandatory, but your class participation grade will be adversely affected when more than two sessions are missed. You should notify the instructor beforehand if you cannot attend a session and arrange with fellow students to learn what was covered.

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**Course Policy on Academic Integrity**

I expect students to not engage in any form of academic dishonesty in this course. Be assured that I will be very strict with anyone found guilty of such dishonesty including, but not limited to, receiving a failing grade in the course. Academic dishonesty includes aiding or receiving unauthorized assistance of any form (including the internet), plagiarism (using some or all of another’s work without acknowledgment of the source), failure to report a known or suspected violation, submission of work prepared for another course without the specific prior authorization of the instructors in both courses, and falsification of results of a study or research. If I become aware of any academic dishonesty in this course, my policy will be to notify the affected student(s) and immediately refer the issue to appropriate authorities for a hearing. The bottom line is that academic dishonesty is unfair to other students, lowers standards within the Graduate School of Management, and will not be tolerated in this course.
SYLLABUS

1. THE REALITIES OF NEW PRODUCT DESIGN AND DEVELOPMENT

1/4 1. Overview of the Course
   The Context of NPDD
   What is the “Product” Being Developed?
   Concept of a Product-market
   Adaptive Nature of Product-Markets
   What is "New" about a "New Product?"
   Cross-Functional Integration for NPDD

Product Innovation Strategies
   Proactive and Reactive Strategies
   Strategic Fit with Firm and Market

Why New Products Succeed/Fail?

1/11 2. A Stylized NPDD Process
   Managing Risk
   Balancing Speed, Quality, Cost, & Value
   Speed to Market and Functional Interfaces
   Triple Streams: Technical, Mktg, Eval.
   Global Considerations

The Stage-gate Process and its Checkpoints

Organizational Factors in NPDD
   Top Management's Role
   Multi-Functional Teams
   Product Champions
   Problems with Multifunctional Teams

Preliminary Organization of Class into Project Teams

Case Discussion [NO write-up due]

These questions are to guide your thinking about the CCC case:

1. Why is CCC interested in developing a new product? Is their motive proactive or reactive?
2. Are the “perchlorotrombones [PCT]” a product? If not, what is?
3. What product-markets are being served by a swimming pool germicide? By the other plausible products?
4. Take the swimming pool application and discuss fit with firm and market?
5. What factors will determine success or failure?
6. Is CCC following the NPDD process discussed in this course?
7. If not, what stages were missed? What are the consequences of skipping these stages?
8. Is there a promising opportunity for PCT than swimming pool germicides? Did CCC find it?
9. How does this opportunity better fit the situation? [Hint: Assume PCT is first powdered bleach]

1/18 NO CLASS (University-scheduled make-up of Monday holiday classes)

Tentative meeting of Project Teams to plan project
II. OPPORTUNITY IDENTIFICATION AND EVALUATION

1/25 3. Opportunity Identification

**Fuzzy Front End**
- What customers are relevant?
- Understanding customer purpose/usage
- The *Kano* Method
- Needs statements
- Organizing and Evaluating Needs

*The Product Innovation Charter*
- Product Concepts and Products
- The Concept Statement

**Finalize Organization of Class into Project Teams**

**INDIVIDUAL ASSIGNMENT DUE:** Choose a product that annoys you, and interview someone about what they like and dislike about this product. These interviews can be done very informally in 5-10 minutes. Record what your interviewee says and interpret the data in terms of customer needs as described in the reading, *Understanding User Needs*. Pay particular attention to the guidelines provided in discussing the *Kano* method. Identify needs developers of this product missed. Why do you think these needs were not met?

2/1 4. Idea Generation

**Preparation**
- Internal and External Sources
- Focus Groups

**Lead Users**

**Idea Generation Exercise**

**Written Team Project Proposal Due**

**Case Discussion** [write-up due]

**INDIVIDUAL ASSIGNMENT:** The *SweetWater* case allows one to understand how the "voice of the customer" must be traced back to clearly stated needs that vividly incorporate user/customer experiences with the product, and the *Kano* method will provide a structured way of thinking about stratifying their needs. A tool that designers use to internalize their understanding of customer and user needs is to create characters that represent different customers and stakeholders. In thinking about the Sweetwater case, you may find it useful to create such a character for use in implementing a role playing approach. You should describe that person in some detail and bring the person alive. Do this quickly and have fun with it. Create a scenario for that person in which they are called upon to use a water filter. The scenario should be quite specific. Alternatively, if you are not a camper, you may want to survey some friends who are to get a handle on stakeholder needs. Your case write-up should describe what you did to learn about stakeholder needs and discuss what needs you discovered. How would you use the tools presented in the “Understanding User Needs” reading (Session 3) to translate the *Sweetwater* customer needs into product specifications? How will you prioritize the needs? Possibly also, how will you make trade-offs among them?

2/8 5. Market Research for NPDD

**Ideas & Testing via Analytical Methods**
- Intro. to Perceptual Mapping and Conjoint Analysis

**CD Chs. 6, 7**

**WEB** Conjoint and Perceptual Mapping Problems
2/15  6. Screening New Product Ideas
   Preliminary and Full Screens
   Concept Testing
   Scoring Models

Sales and Cost Forecasting
   The ATAR Model
   Diffusion Models
   Why Forecasting is Difficult

Business Analysis
   Importance of Analogies to Forecasting
   Estimating Risk and Return

III. THE TECHNICAL DEVELOPMENT PROCESS

2/22  7. Product Deliverables (Protocol)
   Technical Development
   Customer-Driven Design (Q.F.D.)
   Importance of Design
   The Design Process
   Designing for Manufacture and Assembly
   Intellectual Property, Product Liability

IV. DEVELOPING AND TESTING THE MARKETING MIX

3/1  8. Preliminary Design of the Marketing Mix
   Selecting Brand Name; Reputation
   Packaging and Positioning
   Compatibility and Warranty
   The New Product Marketing Plan
   Marshalling Internal Support for Plan
   Pricing Decisions for New Products
   Cost, Demand, and Competition
   Influencing Reference Prices
   Economic Value Analysis
   Price as a Quality Signal
   Skimming versus Penetration Strategies
   Experience Effects on Cost
Product Use Testing
Lab and In-Home Tests - Alpha Testing
Managing Beta Test Sites

Test Markets and Pre-Test Markets
The Target Market Decision
Implementation of Test and Pre-test Markets
Alternatives to Test Market: Strengths/Weaknesses

Case Discussion [write-up due]

INDIVIDUAL ASSIGNMENT DUE: TiVo is still being marketed in 2006, however, the case occurs in 2000. Your attention should be on what TiVo management did prior to the time of the case. Use subsequent events only to help learn about consequences of action or inaction. The following questions may prove helpful:

1. Evaluate TiVo’s launch strategy. What were its underlying assumptions? Why are they off in their predictions? What strategy changes would you suggest? What is the difference between doing it right the first time and changing things later? [You may find it useful to read more about Launching in (CD) Ch. 17]

2. Would TiVo’s launch have gone more smoothly if they had followed the NPDD process more closely? What steps did they omit that may be causing them trouble at launch? Steps omitted and consequences?

3. What factors favor TiVo’s adoption by consumers? Which do not? Is there a problem with the value proposition itself or with its awareness and comprehension? Did TiVo market research examine all relevant factors affecting demand? What additional research would have been desirable? Why?

4. Are their other stakeholders involved in determining TiVo’s success? What are their concerns?

5. Was it wise for TiVo to have implemented a skimming pricing strategy? Why was this a good (bad) idea?

6. What would you recommend management do now [do not just see what they did and recommend it]?

V. COMMERCIALIZATION

Launch Management
Gaining Awareness
Obtaining Stocking/Availability
Importance of Trial and Repeat

Post-launch Control
Trigger Points and Contingencies
Tracking the Launch

The New Product Trade Show
Group Project Presentations

FINAL EXAMINATION
Group Project Write-up Due

END OF COURSE
Instructions for Use of Study.net

1. To use Study.Net, you must have access to the Internet with a browser from Microsoft (IE version 4.0 or newer) or Netscape (Communicator version 4.0 or newer). If you are using an older version of either browser, you will need to upgrade your browser. A link to do this is provided on the Study.Net home page. The minimum acceptable Internet connection speed is 33 kbps. Because many material files include a large number of graphical images, faster Internet connections are preferred. Study.Net is found on the Internet at: www.study.net

1. If this is your first time using Study.Net you must first register as a student. To do this, click on the Student Registration button located on the left hand side of the Study.Net home page; then follow the instructions. When prompted for a school, please select your school. If your school is not listed, there are no courses distributed by Study.Net at your school.

3. After registering as a student user, you may immediately purchase your course materials, or do so at any later time. During the purchase process, you will be required to pay for your course materials with a credit card.

4. To purchase materials immediately after registration, click on the appropriate button when prompted and follow the instructions.

5. During the purchase process you may be asked for a course password. If used, this is a password that you can obtain from your instructor or program administrator. After entering the course password, follow the instructions to complete your material purchase and immediately view the course materials.

6. To view selected course materials, you may need to download certain software applications. These "readers" are listed during the purchase process. If you already have these software readers, there is no need to download them again. Most students already have the applications needed.

7. To access a course at any time, login with your selected login name or e-mail address. Click on the My Courses button; highlight your selected course name; then click on the View button to view that particular course. To access your course materials, click on the Materials link on the left hand side of the course page.

8. To purchase materials for a new course at any time after registration, just log in and click on the New Courses button located on the left hand side of My Home. Follow the instructions to purchase materials for that course. After enrollment, to access any of your courses - login, click on the My Course button, then highlight your course name and click on the View button.

9. During the material purchase process, you may have the option to purchase a TEXTPAK™ for that course. This is a printed version of your course materials, delivered directly to you via US Priority Mail.
Mgp 241: Guidelines for Group Projects

Overview
The purpose of the project is to give each team experience in developing and designing a new product. After identifying a promising opportunity, each group should develop one or more ideas into a product or service worthy of a new business venture. The idea may consist of either a new product/service or a new way of marketing an existing product or service. The product or service may be industrial, consumer, high-technology, or business-to-business. The group should create a concept for a new product or service which can serve as the basis for a new entrepreneurial business. Then analyze the societal and task environments and identify the entrepreneurial venture’s competitive advantage. A business model should be developed and evidence provided that it will lead to a profitable venture. Given there are constraints on the project team of both limited time and money, the team should go as far as it reasonably can to accomplish these objectives. It should choose a project in the first instance that will permit it to learn an much about NPDD as it can. Remember, I am NOT asking you to do something unusually difficult or impossible, only what is reasonable within the time and resource constraints you have. The important thing is to get experience in thinking about what needs to be accomplished and what the better ways are of accomplishing those goals. Your objective is to learn and to communicate through your written and oral reports what you have learned about NPDD.

The basic situation is straightforward: You are a group of 4-5 newly minted MBA’s who have decided to form your own company and market a new product that you will develop. Your task is now to:
1. Come up with a promising opportunity and interesting new product idea.
2. Lay out the specs for this new product: What are its attributes, performance level, etc.?
3. Perform a market analysis: Who are the competitors? What are the strengths and weaknesses of existing products? What are competitors capable of doing if you enter the market? What is the size of the market? How fast does it appear to be growing? Are there legal or environmental considerations that are relevant? Etc.
4. Develop a launch strategy: price, promotional mix, distribution outlets, sales forecast,...
5. Present your plan to the Board of Directors of Shocker Venture Capital for funding.

A. Opportunity Identification
To identify an opportunity, consider choosing a product that annoys you, and interview others about what they like and dislike about this product. These interviews can be done very informally in 10-15 minutes. Record what your interviewees say and interpret the data in terms of customer needs as described in the reading, Understanding User Needs (Session #3). [Pay particular attention to the guidelines provided in discussing the Kano method.] Identify needs developers of this product missed, including needs of stakeholders other than potential customers. Recognize customer segments may have different needs. Why do you think these needs were not met? Prepare and include in your final paper a brief summary of what you learned about the interview process as well as substantive information about the new product opportunity.

B. New Product Concept
Generate and develop a concept for a new innovative product or service following processes described in the text and lectures (i.e., generate a large number of possible new product ideas and screen them). Show how your concept is different from currently available products/services. Demonstrate by reference to buyer needs and to evidence regarding the costs of making and marketing it that it is capable of earning a profit. Perform some concept tests with potential customers. Creativity will be rewarded. You should avoid proposing a product or service concept already available elsewhere, a slight variation of a currently available product, or a concept with little profit potential. Try to stay away from proposing just another variant of the local trendy restaurant/singles bar, small retail shop, or some sort of pyramid marketing scheme.

C. Environmental Assessment
Analyze the environment in terms of the new product concept you proposed. First, describe current and likely future trends in the societal/general environment (socio-cultural, technological, economic, political-legal, and international elements). Second, analyze the task environment (industry) in which your new product
concept will be part. Third, describe your concept's potential competitive advantage in terms of developing a distinctive competency.

Example: THE URBAN BARBEQUE

**The need:** Having lived in multi-unit apartment complexes within major urban areas for the last 4 years, I have been deprived of one of the great loves of my life - grilling food over an open flame. The modern apartment unit usually lacks outdoor space suitable for use of a conventional barbecue. A few buildings do have common areas for this purpose, but this raises concerns about whether other residents will respect property left in common areas. Barbecued meals require little or no preparation, and have a unique flavor derived from the use of an open flame and/or coals.

**Competition:** Conventional coal or gas grills would be the benchmark product, but none are available that fit the need of the apartment dweller. Stovetop grills may be installed in ovens, but require the sacrifice of 2 burners. Stovetops also are difficult to clean and maintain, and lack the full flavor of open-flame grilling.

**Target Market:** Urban population living in multi-dwelling structures. The product could possibly be introduced with a "yuppie" target, focusing on young, high income individuals and sold through luxury channels such as "The Sharper Image".

Finding Projects

Since the project will require a reasonable amount of time and effort, it is important that you find a new product or service problem in which you are personally very interested. A reasonable approach is to recognize we are all capable of identifying market needs and thus generating ideas for new products, in part by noticing the deficiencies in the products we use in everyday life. To prove to yourself that you can identify market needs, generate a list of at least 20 "bugs." [Designers at the product design firm IDEO use a "bug list" to record their observations of products and situations where products failed to meet the actual conditions of use. This list should include any observation or annoyance that comes to your mind. Note that initially you are looking for a list of "bugs" (e.g., my vegetable peeler is not very comfortable to use) rather than a list of product solutions (e.g., a vegetable peeler with a soft handle). In other words, at the moment you don't have to invent a solution to a problem you see - just state the problem. Determine a potential market need that could be based upon a specific "bug" or set of "bugs." A brief (1 page, single-spaced) handout should be provided to each member of the class during Session #2, Wednesday, January 11. After reading each handout, each class member will express their degree of interest [i.e., rate] in every new product project and send (via email) their evaluations to the instructor [making sure to indicate at least four projects that are acceptable]. The instructor will use this information to suggest project groups of 4-5 classmates interested in pursuing a specific project over the semester. During Session #3, Wednesday, January 25, we will try to finalize the membership of a small number of groups. Groups are not obligated to work on the project that brought them together, but it is hoped they will be of use in getting started.

Your one-page handout should include:

- A brief, descriptive project title focused upon an opportunity. **Remember, a product idea is not an opportunity.**
- Your name, phone number, e-mail, and school/department affiliation (if not School of Management)
- You may use a picture or sketch of a plausible product idea to support your opportunity or describe product problems. You might explain the richness of the market opportunity by critiquing existing competitive products.

- Any special skills or assets you have (marketing expertise, marketing research skills, access to a multimedia computer, prototype development expertise, access to subjects for research purposes).
You might mention any special skills or assets you need from others in developing this market opportunity.

**Example:** Market Opportunity - long checkout lines in grocery stores

**Photograph:** woman standing in line, looking very bored or impatient

Please do not present definitive product ideas at this point. The focus in this phase of the course is on the market opportunity and not on solution concepts.

**Submitting Preferences**

*By noon on Friday, January 13, you should decide your project preferences.* I will provide a form for this purpose. List at least four projects (in addition to your own) on which you would be willing to work (you can indicate order of preference). If you would like to work with a particular group of classmates, please submit their names as well. Submit your preferences to the instructor via email to ashocker@sfsu.edu. I will announce tentative groups the next day, Saturday, January 14, via email. We will then finalize after you have had a chance to meet your team.

**Project Scope and Composition of Your Final Group Report**

The steps in completing your group project process should desirably include, where practical:

1. Development of a Product Innovation Charter
2. Generating an idea for a new product or service.
3. Refining the concept into a prototype or detailed sketch.
4. Environmental analysis (*e.g.* competition [strengths/weaknesses, actions], economic, and customer trends).
5. Researching market potential and selecting desirable target market[s] (and the order of their desirability as objectives for different product versions).
6. Appropriate supporting market research (but remember: this is not a marketing research project!).
7. Developing a marketing plan, including: launch dates, brand name and positioning, advertising and promotional strategy, distribution policy, and other relevant marketing variables.
8. Projection of sales, costs, profits, and ROI over the length of time needed to make the project viable. [You may need to “make-up” some plausible, representative numbers to produce pro-forma estimates of profitability.] Remember, most successful products lose money in their early years and recover afterwards. But you are, of course, free to conclude that the opportunity you originally believed was there is not.

9. **A discussion of the most important lessons learned about the NPDD process and working in teams.**

In written reports, take care to reference all sources, including journals, magazine articles, books, company reports, and other secondary data sources such as internet sites. You have until shortly after the fourth class session (Wednesday, February 1, 2006) to finalize a topic and formulate your research purpose and objectives. IT IS STRONGLY URGED THAT YOU CONSULT WITH ME REGARDING THE FEASIBILITY OF YOUR PROJECT.

**Oral and Written Reports**

To keep project groups on track, adhere to the timetable in the Syllabus. Project deliverables (prototype, justification for the product, preliminary budget for development, preliminary marketing or launch plan, what you learned about NPDD from participation in this project, *etc.*) should be summarized in a presentation to the class at the New Product Trade Show scheduled for Session #10 on Wednesday, March 15. **Copies of your powerpoints should be made available to the class to aid in following your presentation and in making notes.** Your final report should run about 20 double-spaced pages, excluding exhibits and is due by the last day of class [i.e., at the final exam or earlier]. The written report will contribute to 25% of your course grade, while the oral presentation will contribute 5%. Please turn in your presentation materials (*e.g.*, Powerpoint slides for the oral report) with two copies of your written project report as these will also be considered when grading the oral presentation. One copy of your project report will be marked with my comments and returned to you [please include a self addressed, stamped envelope] while the other will be retained for my files.