



# New Product Development

BUSML 7218, Fall 2024

(Online Hybrid, Mix of Asynchronous and Synchronous Instruction)

## I. Course Instructor

### **Deborah Mitchell, Ph.D.**

Clinical Associate Professor in Marketing

Office: Mason 349

Email: [mitchell.1120@osu.edu](mailto:mitchell.1120@osu.edu)

Text: 614.531.9995

Office Hours: by appointment

## II. Course Overview and Objectives

Peter Drucker, groundbreaking business writer, consultant and teacher, famously said:

**“The business enterprise has two and only two basic functions: marketing and innovation. Marketing and innovation produce results; all the rest are costs.”**

In this class we will examine and weave together both of these functions!

Innovation is necessary for organic, sustainable growth. While there are many types of innovation—for example, innovation in processes or business models—product innovation is a high profile, high-stakes arena where the development of new offerings is the focus. New markets, and new platforms for growth, are created when new offerings are developed and launched.

While new products and services are vital to the success of all companies, innovation is risky and most new products fail in the marketplace. Very often, ineffective marketing is the primary cause of new product failure. Marketing plays a fundamental role throughout the cross-functional development process and takes center stage during launch. Thus expertise in the design and marketing of new products is a critical skill for all managers, inside and outside of the marketing department.

The development of new offerings is a challenging, rewarding activity that requires interdisciplinary skills as well as collaboration with multiple functions across the firm. The topics in this class span a range of disciplines to reflect this imperative. You will also be introduced to “design thinking” techniques and learn new creativity skills that can be applied in all aspects of life. We will focus on the tools and techniques associated with analyzing marketing opportunities and then designing, testing and introducing new products and services. Both quantitative and qualitative approaches are covered.

This is a practical, hands-on course where students go through several of the activities of new product development in small teams. Students who take this course will find immediate applications

if they work in product development, program management, brand and product management, or in operations or services related to new products. More broadly, the course is intended for students who are interested in working on new product innovations, both in entrepreneurial ventures and in established companies.

Course Objectives include the following:

- To understand the new product development process.
- To learn how to integrate the customer and knowledge of the customer into this process.
- To learn and apply concepts and tools appropriate for new product development.
- To go through the new product development process by conceiving and developing a new product or service.

### III. “How This Course Works”

**Mode of delivery:** This course is 100% online, with roughly a 70% / 30% split between asynchronous and synchronous instruction. After the Course Introduction in Week 1, which will be held as a 100% synchronous meeting of the entire class led by the instructor, subsequent synchronous meetings will be between the instructor and each project team separately. These team coaching sessions will be scheduled to occur within the time period on Thursday evenings set aside for course meetings.

**Pace of online activities:** The course is divided into weekly modules, with a new module released every Thursday evening AFTER our weekly live meetings. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. If teams need at times to spend more time on a particular module (or alternatively, are ready to move ahead to a new module), they may focus their time as such with instructor approval. This degree of flexibility for teams is meant to reflect the degree of “fuzzy front end” in the new product development process. All individual-based work, including review of assigned video content and readings, should follow the module schedule as listed in the syllabus. (See pages x through y for the Course Schedule.)

You will have four main types of activities to do each week. You will:

- **READ.** You will be assigned readings, with questions to think about while reading.
- **WATCH.** You will watch video lectures from me (recorded via Zoom).
- **WORK WITH YOUR TEAM.** You and your teammates will collaborate on regular interim team assignments related to the team project.
- **JOIN YOUR TEAM IN WEEKLY TEAM COACHING SESSIONS.** Each week, you and your teammates will have a zoom meeting with the instructor to debrief regarding your team’s most recent interim deliverable, as well as discuss your team’s progress and any issues you may be encountering along the journey.

**Credit hours and work expectations:** This is a **1.5-credit-hour course**. According to Ohio State policy, students should expect around 3.5 hours per week of time spent on direct instruction (instructor content and coaching activities, for example) in addition to 6 hours of homework and preparation (reading and working with one’s team, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is a hybrid course, your attendance is based on your participation in the live Zoom meetings, plus your other online (individual and team-based) activities. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: at least once per week.**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Live class sessions and/or coaching: REQUIRED**

All live, scheduled meetings for the course are required unless arrangements are made ahead of time with the instructor and with one's teammates.

- **Office hours: OPTIONAL**

My office hours are optional, but highly encouraged

#### IV. Course Materials

A. Required video content and reading materials for each course module is posted on Carmen.

B. Supplemental Reading Materials - other readings may be provided by the instructor as posted at the Carmen website.

C. There are two e-books that are **recommended (but not required) for the course**. At times I may reference optional readings that can be found in these books, but again: they are not required materials that must be obtained in order to take the course. I recommend renting the Ulrich and Eppinger book rather than purchasing if you choose to acquire it. The Stickdorn and Schneider book is a paperback, available in digital format. (Note, both of these books are available in hard copy if you prefer that format for an additional price.) Titles, authors and pricing information are provided below:

1. ***Product Design & Development*** (7<sup>th</sup> Edition), Karl T. Ulrich, Steven D. Eppinger, and Maria Yang This book is available in e-book (rental or purchase), hardcopy and paperback at the following link:

[https://www.amazon.com/Product-Design-Development-Karl-Ulrich-dp-1260043657/dp/1260043657/ref=dp\\_ob\\_title\\_bk](https://www.amazon.com/Product-Design-Development-Karl-Ulrich-dp-1260043657/dp/1260043657/ref=dp_ob_title_bk)

2. ***This is Service Design Thinking*** (1<sup>st</sup> Edition), Stickdorn, Marc, Hormess, Markus Edgar, Lawrence, Adam and Jakob Schnieder. This book is available in e-book (rental or purchase) as well as paperback at the following link:

[https://www.amazon.com/This-Service-Design-Doing-Applying-ebook/dp/B078Z391QT/ref=sr\\_1\\_1?erid=384XU8DNMDQOX&dib=eyJ2IjojMSJ9.0nflRSsh7AadaHlhZfcd4av9iVQcS2L\\_nYpyctyOeLG8cLa8Qk9OC5N5r-V0uhIM\\_quJ8xLc6YlyYonYyfhpXw\\_AIS5NBG-g8oTRF6rjHmr9NXM6QGwbc00Q-PaK0Gi.1Yqxh4iJuJM3-9DxH21dJQZkPUgmb0Vb52O83SCeG8k&dib\\_tag=se&keywords=This+is+Service+Design+Doing&qid=1725834822&s=digital-text&srefix=this+is+service+design+%2Cdigital-text%2C904&sr=1-1](https://www.amazon.com/This-Service-Design-Doing-Applying-ebook/dp/B078Z391QT/ref=sr_1_1?erid=384XU8DNMDQOX&dib=eyJ2IjojMSJ9.0nflRSsh7AadaHlhZfcd4av9iVQcS2L_nYpyctyOeLG8cLa8Qk9OC5N5r-V0uhIM_quJ8xLc6YlyYonYyfhpXw_AIS5NBG-g8oTRF6rjHmr9NXM6QGwbc00Q-PaK0Gi.1Yqxh4iJuJM3-9DxH21dJQZkPUgmb0Vb52O83SCeG8k&dib_tag=se&keywords=This+is+Service+Design+Doing&qid=1725834822&s=digital-text&srefix=this+is+service+design+%2Cdigital-text%2C904&sr=1-1)

#### V. Bases for Grading

### ***Grade Components and their Contributions to the Final Grade***

Across the semester your performance on **two key components** will determine your grade in the course: (1) Individual Application Paper, and (2) Team Project (including interim project deliverables, final project presentation/deliverable and peer evaluations), and (3) Class Participation (including peer evaluation) How each of these components contributes to the final grades received in the course is shown as follows. Note that the total amount of points students can earn across the semester = 500 points.

<b>Course Component</b>	<b>Contribution tied to BUSML 7218 Final Grade</b>
Individual Application Paper (20%)	100 points
Team Project (80%)	<i>(400 points total, broken down across interim deliverables, final deliverables and peer evaluations as shown)</i>
• Interim Deliverable 1	50 points
• Interim Deliverable 2	50 points
• Interim Deliverable 3	50 points
• Interim Deliverable 4	50 points
• Final Presentation / Report	150 points
• Course Participation, including Peer Evaluations	50 points
Total Points (out of maximum of 500)	500 points

#### **A. Individual Application Paper**

*Note, please make sure your name is included on your paper*

This final deliverable for BUSML 7218 is designed to provide a platform on which you can demonstrate your understanding and ability to apply course material going forward.

After reviewing the syllabus, online lecture material, your notes, course readings and other materials **please describe in detail** how you will apply what you have learned in this course to an actual project or aspect of your life. Application can be tied to your current professional realm (e.g., a current or upcoming job search; a project where you work now; etc.). Alternatively, application can be tied to your current personal realm (e.g., how you would like to apply it as part of a volunteer project or nonprofit cause), or it might be tied to an entrepreneurial, for-profit venture you would like to pursue.

As a rough guideline, the length of your write-up should be between about eight and ten pages (independent of any graphics, tables, appendices or other such content you might wish to include). You can submit your “reflection paper” anytime to our course Carmen site up to the listed deadline provided on the syllabus.

Our course is frameworks- and tools-based, and follows a multi-stage process culminating in your team’s project deliverable. So in your write-up you should make sure that you can reflect back your understanding of key frameworks, tools and process knowledge (as well as skills) you have gained over the seven weeks in the course—in the context of a project or application beyond the one you’re working on with your team.

## **B. Team Project**

The team project is intended to replicate the entire design and development process of a new product, service or initiative. Although 7 weeks may seem to be a short time horizon, often product or service development must be completed in a similar window.

You will need to form a team containing approximately 7 members. Please note, there can be no teams with fewer than six members. Please take the time to put together a team that will work together well in terms of schedules, work places, and different skills. (There will be facilitated opportunity to identify and form teams during the first class meeting.) Across the Term and based on a structured approach, as a team you will identify an opportunity for user-focused innovation, gather ethnographic data, brainstorm ideas and translate the identified customer needs into a product or service concept, and make the business case to support the development and launch of your product or services. You will refine and validate the concept by building a prototype (as realistic a mock-up or service blueprint as you can get) and conducting tests with the target users. At key milestones you will turn in an interim deliverable, and receive feedback from the instructor (see milestone templates for specific guidelines in how to structure your output for these deliverables). At the end of the Term you will make a presentation as well as turn in a report (this can be written in PowerPoint or Word), containing supporting materials that reflect your project work.

**Please note, the team project requires focus on creating a new offering that is designed to deliver superior value to a specified customer/user group. Your customers can be external or internal depending on the type of innovation. A business case for the adoption of your innovation, including the supporting financial logic, is required as part of the final deliverable. You must have a clear target “customer” who will (or will not) perceive superior value in the adoption of your innovative new offering. You must also have a “sound” approach to design and deliver your product or service offering.**

**General guidelines for successful projects are as follows:**

- Your innovation must be able to create significant value for a target group; value that can also be captured. This is an obvious and critical aspect of being able to make the business case for your proposed innovation. One good way to verify a market need is to perform a competitive review and identify existing products or services (or the status quo) that try to meet the need. Your innovative offering need not be a variant of an existing product or service, but the market

need addressed by your product should be clearly evident. The offering does not have to have a tremendous economic potential, but should at least be an attractive opportunity for a firm.

- There should be a demonstrable way to make or deliver your product and service offering. Having an idea or having a customer without the operational capability to make the product or design the service is useless. A successful project must be realistic in terms of operational considerations on where to make, how to make, how to trigger a change in the system (for service design), how to design your supply chain networks etc.
- The new offering should require no basic technological breakthroughs. We do not have time to deal with large technological uncertainties. In fact, we are more concerned that you have a specific market need in mind and the right approach to make your product or service than that you attempt to develop new technologies.
- You should have access to more than five potential users of the product or service (more than 20 would be nice). You will need to talk with them, observe them and visit them with your prototypes. Research, including repeated collection of primary data, is essential.
- The most successful projects tend to have at least one team member with strong personal interest in the target market and knowledge about the product/service functions.
- Many products are really not very well designed. (See for example the classic badly designed products documented at [www.baddesigns.com](http://www.baddesigns.com).) Thus, if you choose to focus on product innovation that satisfies these general guidelines, you will likely be able to develop a product that is superior to what is currently on the market!

## **VI. Honor Code**

Any use of case analyses or any other material in any format from other sections of this course or any course taught at any time in the past or present will be considered a violation of the honor code. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

## **VII. Disability Accommodation**

If you need an accommodation based on the impact of a disability, please arrange an appointment with the instructor as soon as possible. We need to discuss the course format and explore potential accommodations. We rely on the Office for Disability Services (150 Pomerene Hall) for assistance in verifying need and developing accommodation strategies. You should start the verification process as soon as possible.

**Class Schedule**  
**(Fall Semester 2024, Term 2)**  
*Listed Readings posted at Carmen Website*

**COURSE INTRODUCTION**

**ONLINE SYNCHRONOUS MEETING (October 17)**

**Introduction to New Product Development, and Managing Innovation Teams**

*Team Project Activity:* Team Formation and Discussion of Interim Team Assignment #1

***Due within 24 hours (i.e., by Friday October 18):***

- List of Team Members with Contact Information, using template provided
- Individual Student Info Sheet

**MODULE 1: Innovation and Needfinding**

**ONLINE ASYNCHRONOUS CONTENT (watch video and read prior to October 24)**

- **Watch online video content, and read related content:**

**Video:** "Managing Innovation Teams."

**Video:** "Needfinding."

**Readings:**

Four Steps to the Epiphany, Chapters 1 and 2 (Carmen)

Direct Observation: Some Practical Advice (Carmen)

Needfinding (Carmen)

Turn Customer Input into Innovation (Carmen)

Customers as Innovators (Carmen)

- (Then, work with your team on the first interim deliverable, which is due by 5:00 pm Thursday October 24.)

**TEAM ASSIGNMENT (complete and post to Carmen by 5:00 pm Thursday October 24)**

Team Project Interim Deliverable #1

**SYNCHRONOUS TEAM COACHING (occurs during team's scheduled October 24 time slot):**

Review of Team's Interim Deliver #1.

## MODULE 2: Ideation

### ONLINE ASYNCHRONOUS CONTENT (watch video and read by October 31)

- **Watch online video content, and read related content:**  
**Video:** "Ideation: Generating Ideas"  
**Video:** "Ideation: Evaluating Ideas"  
**Readings:**  
Breakthrough Thinking from Inside the Box (Carmen)  
Creative Sparks (Carmen)  
Finding Your Innovation Sweet Spot (Carmen)  
Synectics: A Problem-Solving Tool for Educational Leaders (Carmen)
- (Then, work with your team on your interim deliverable, which is due by 5:00 pm Thursday October 31.)

### TEAM ASSIGNMENT (complete and post to Carmen prior to 5:00 pm Thursday October 31)

Team Project Interim Deliverable. Based on instructor feedback, collect more data and/or revise and finalize P.o.V.

### SYNCHRONOUS TEAM COACHING (occurs during team's scheduled October 31 time slot):

Progress check-in on any revisions to Interim Deliverable; if appropriate, discuss ideation on revised P.o.V.

## MODULE 3: Customer Value Strategy and Testing

### ONLINE ASYNCHRONOUS CONTENT (watch video and read prior to November 7)

- **Watch online video content, and read related content:**  
**Video:** "Customer Value Strategy"  
**Video:** "Introduction to Testing and Design"  
**Readings:**  
Cross-Functional Product Development Teams... (Carmen)  
New Product Development Teams Success... (Carmen)  
(*Skim*) Pinto (Chapter 3), Project Selection and Portfolio Management (Carmen)
- (Then, work with your team on your interim deliverable, which is due by 5:00 pm Thursday November 7.)

### TEAM ASSIGNMENT (complete and post to Carmen prior to 5:00 pm Thursday November 7)

Team Project Interim Deliverable #3).

### SYNCHRONOUS TEAM COACHING (occurs during team's scheduled November 7 time slot):

Progress check; debrief, Interim Deliverable #3.

## MODULE 4: Methodological Issues in Testing and Design

### ONLINE ASYNCHRONOUS CONTENT (watch video and read prior to November 14)

- **Watch online video content, and read related content:**  
**Video:** "Going Further with Testing and Design"  
**Readings:**  
    Concept Testing Note (Carmen)  
    A Practical Guide to Conjoint Analysis (Carmen)  
    *Skim:* Pretest Market Models: A Critical Evaluation (Carmen)

### TEAM ASSIGNMENT (complete and post to Carmen prior to 5:00 pm Thursday November 14) Interim Deliverable #4

### SYNCHRONOUS TEAM COACHING (occurs during team's scheduled November 14 time slot): Focus: Debrief, Interim deliverable #4

## MODULE 5: From Pitch to Launch

### ONLINE ASYNCHRONOUS CONTENT

- **Watch online video content, and read related content:**  
**Video:** "Planning for Launch"  
**Video:** "Making the Case"  
**Readings:**  
    Note on Innovation Diffusion: Rogers' Five Factors (Carmen)  
    Eager Sellers, Stony Buyers" (Carmen)  
    The "Lucky 7" Checklist for a Successful Pitch (Carmen)

### TEAM ASSIGNMENT (complete and post to Carmen prior to 5:00 pm Thursday November 21) Draft Outline of Final Presentation (in PowerPoint)

### SYNCHRONOUS TEAM COACHING (occurs during team's scheduled November 21 time slot): (a) Progress check-in; (b) Review, draft presentation outline

## FINAL DELIVERABLES

- **Team Presentation (to be scheduled and delivered by the team on Zoom; prior to December 12.** (Potential dates for scheduling final team presentations will be discussed in the first class meeting on October 17.)
- **Peer Evaluations** (of team members): to be posted to Carmen on the **same date as the team's presentation.**
- **Individual Application Paper: must be posted by the last date of the final exam period, i.e., by 11:59 pm on Thursday December 12.**

***Instructor:***

**Dr. Deborah Mitchell  
Clinical Associate Professor**

Deborah Mitchell has a unique background that combines academic and industry expertise.

She received her Ph.D. in Marketing and Behavioral Science from the University of Chicago and began her academic career as a faculty member at the Wharton School of the University of Pennsylvania. She has held faculty positions at Stanford University Graduate School of Business and the Johnson Graduate School of Management (Cornell). Prior to joining Fisher in 2012 she was a faculty member at the Wisconsin School of Business (University of Wisconsin-Madison), where she taught various marketing courses and was awarded “School of Business Teacher of the Year” by full-time MBA students two years in a row. In 2017, Dr. Mitchell was awarded “Outstanding Core Professor” by Fisher WPMBA students.

Deborah’s research has been published in the *Journal of Consumer Research*, *Journal of Consumer Psychology* and *Journal of Advertising*. In addition to her academic career, Deborah has worked closely with industry leaders as president of Cypress Consulting, Ltd. Clients have included Time-Warner, CNN, Bristol Meyers Squibb, General Motors, Nationwide Children’s Hospital, TIAA, Cardinal Health and Syngenta. Her consulting work has focused heavily on brand-based change initiatives, with an emphasis on building brand and product management excellence across a variety of organizations.

