

Victoria

UNIVERSITY OF WELLINGTON

*Te Whare Wānanga
o te Ūpoko o te Ika a Māui*



CAPITAL CITY UNIVERSITY

School of
Marketing and
International
Business

MARK402

CONSUMERS , TECHNOLOGY AND PRODUCT DEVELOPMENT

COURSE OUTLINE , TRIMESTER ONE - 2006

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INTRODUCTION

Welcome to MARK 402. I hope you enjoy studying this course. You will find it a big transition from the approach taken in undergraduate courses. This is partly due to the more demanding technical content of the course, and partly due to the change in learning style at postgraduate level, which will involve you in more self-directed enquiry, a more critical and challenging approach to the 'received wisdom', and a willingness to engage in discussion and critique.

My name is Malcolm Wright. I am the instructor and will be responsible for all aspects of this paper.



Why should I be teaching Consumers, Technology and Product Development? The answer is that I have a range of academic and practical experiences in this area.

Early in my career I was responsible for a variety of feasibility studies and new services introductions at Telecom. I have also undertaken several new product forecasting projects for organisations such as Carter Holt Harvey, the Forest Research Institute, the Livestock Improvement Corporation and Venture Taranaki Trust. On the academic side, my research on new product principles, concept testing, and new product adoption rates has appeared in a variety of journals, including the *Marketing Bulletin*, the *Journal of Empirical Generalisations in Marketing Science*, and the leading journal in the field, the *Journal of Product Innovation Management*. I also have senior management experience in a large private company.

I certainly don't know everything, but my background gives me some useful perspectives on the field. I hope that you will bring your own perspectives to the course, and that you will challenge and extend both your classmates and me. In a postgraduate course, we should all learn from each other.

COURSE OVERVIEW

What is the course all about? The formal prescription is that it: "Examines innovation, new product development processes, and the role of technology. Identifies factors affecting success and failure, new product diffusion and acceptance, and organisational climates amenable to new products."

To put it another way, I hope that studying this course will help you to develop your knowledge of product development processes, your ability to develop and launch new products and services, and your skills in critical analysis, argument, written communication and problem solving. There is a dual task - development of content knowledge and technical skills on the one hand, and development of critical analysis, transferable skills, and independent learning on the other. To some extent, this will be reflected in the division of the course into two parts.

PART ONE will be concerned with developing your knowledge of and skills in the new product development process. Part One will rely heavily on lectures and exercises and will be assessed by (i) an essay on the stage gate process or NPD success factors (20%), and (ii) four technical exercises in which you must make some simple calculations and report the results to me in a letter or memorandum (15%).

PART TWO will be concerned with examining aspects of the academic literature, and will have a heavy emphasis on article critiques and group discussions. It is intended to hone your verbal and written analytical skills; this is particularly important if you ever expect to be senior manager. Part Two will be assessed by your contribution to class discussions (15%) and your preparation of a critical commentary on the literature in an area you

choose (20%).

You will also be assessed through a **GROUP PROJECT**. This will involve forming small teams to develop some new product concepts, screen them, give a funding proposal presentation (10%), prepare a concept board, questionnaire and sampling plan (10%), and write a marketing plan (10%).

There is no examination. The course is 100% internally assessed.

LEARNING RESOURCES

Who is responsible for your learning? The University? The Faculty? The School? Is it me? No, definitely not. The fundamental lesson of a university is that you need to be responsible for your own learning. I will provide a variety of resources to facilitate this, but none of them will work unless you become interested in the material and do some work. If you do engage with the course, then we have a wonderful opportunity for a creative exploration of ideas at and advanced level. When that goes well, it can lead to a time of tremendous enjoyment and great intellectual progress that will stay with you for life. But you must be an active learner, not a passive learner.

Here are some learning resources that you can choose to use:

Classes: Come to Railway RWW 414 on Tuesdays from 8:30 AM to 11:20 AM. I know it's early; make the effort anyway.

Textbook: Go and buy Crawford and Di Benedetto (2006) *New Products Management 8th Edition*, McGraw-Hill/Irwin: New York. I won't tell you which bits to read. Work it out for yourself and come to class having read the chapters relevant to that particular week (see the timetable later in this guide).

Articles I will hand out in advance the additional articles you need to read for each class. Read them and be prepared to discuss them.

Assessment Nothing focusses the mind like assessment. Try to take advantage of that, spend extra time thinking about your assignment and the point of the assessment. Enjoy the

process. Most importantly learn from the feedback.

Blackboard

We won't really need "Blackboard" because we are a small class. However, I will still make a Blackboard site available for uploading learning resources such as data sets, presentations, and assessment feedback, and for answering questions people prefer to ask via email.

Each Other

My own view is that research, scholarship and learning is best seen as a process of a critical discussion of ideas. That is partly what we do in class, but it is great if you can use your classmates as a resource for this as well. The objective is to create a community of enquiry.

Me

I'm in RH1125, Phone 463-6914, Fax 463-5231, Email: malcolm.wright@vuw.ac.nz. If you have an email question, I would prefer that you sent it to the Blackboard discussion list (unless it is a personal matter) as other people probably have the same question. Otherwise, I am in the office lots. Drop in for a chat. Come by every week to discuss the course material if you like. Let me take you through your last assignment in detail. We have small class numbers so I can give you proportionately more time. Make use of me! Success in business often relies on mobilising the resources around you. Mobilise me.

ADDITIONAL COURSE INFORMATION

This will be communicated via announcement in class,
duplicated on "blackboard".

DRAFT STUDY TIMETABLE
(Subject to minor adjustments)

Week Beginning		PART ONE	Assessment Due
27 Feb.	1	New Product Strategy, Diffusion The PIC & the Stage-Gate Process	
6 March	2	Ideation, Discovery and Creativity Analytical Attribute Models	
13 March	3	Screening & Concept Testing Prototypes & Design	Essay Due
20 March	4	Conjoint Analysis & Choice Modelling Product Architecture & Development	Excel Exercise 1 Due
27 March	5	A-T-A-R Models Commercialisation	Excel Exercise 2 Due
3 April	6	Forecasting with Growth Curves (CLASS TO START AT 9am)	Excel Exercise 3 Due Group Presentation
10-April		Easter	
17-April		Easter	
		PART TWO	
24 April	7	Pioneering Advantage Experience Curve Effects (CLASS TO BE RESCHEDULED)	Excel Exercise 4 Due
1 May	8	Fuzzy Front Ends Lead User Analysis	
8 May	9	Forecasting and Information Acceleration	Group Concept Board Due
15 May	10	New Service Development Industrial New Products	
22 May	11	Product Life Cycle Technology Adoption Model	Group Res/Mktg Plan Due
29 May	12	Success Factors Product Development Decisions	

			Critical Commentary Due
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ASSESSMENT DETAILS

Essay (20%)

Due Friday 18 March 4pm

Write an essay of no more than 1500 words on one of the following topics:

Either Will the the stage-gate process vary between a food products company and a technology company? Why, or why not?

Or Will the success factors for NPD development vary between a small startup software startup company and a long established manufacturer? Why, or why not?

Some suggested references will be provided in class. However, you will be expected to research this topic yourself to the point that you feel confident that you can provide a well argued answer to your chosen question. I will provide you with a marksheet in class for additional guidance.

Technical Exercises (15%) to 7

Due Friday 4pm Weeks 4

From week 4 to week 7 there will be a simple class exercise handed out each week, which will be due on Friday of that week. The exercises will take the form of a written request from a manager or client for some brief analysis and reporting back. You will have to undertake some analysis (typically in excel) and respond with a letter or memorandum, written in standard business format. I will provide you with a marksheet in class for additional guidance.

Each exercise will be worth five points, and you will receive either 0, 1, 2, 3, 4, or 5 (ie. no half marks). I will then discard your worst mark and calculate your Technical Exercise grade from your best three efforts.

Class Contribution (15%) Assessed from Weeks 7 to 12

I will assess your contribution to the weekly discussions at the end of the semester. I will be guided by whether you (i) helped to promote a "community of enquiry" within the class, (ii) were able to provide a reasonable overview of the readings when called on, and (iii) showed or developed good understanding of the readings, critical thinking, and worthwhile insights during class discussions.

Critical Commentary (20%) Due Friday 2 June 4pm

Choose one of the topics from weeks 7 to 12 and critically review the recent literature in this area. You should produce a commentary of approximately 2000 words, in a style suitable for academic publication. This commentary should include an abstract, identify key issues, outline and discuss the various points of view of key contributors, and discuss the implications for marketing theory and practice. The format and presentation of your work must be of a high standard, and assessment will give equal emphasis to content, rigour and style. I will provide a marksheet in class for additional guidance. I am also willing to provide informal feedback on a draft of your Critical Commentary in Week 10.

Team Project (30%)

You will be formed into teams of 4 (more or less) to develop a new product concept and a plan for its launch. Your team will need to identify an opportunity, go through ideation, screening, concept development, concept evaluation, and preparation of a marketing plan. There will be three assessment points for this work. I reserve the right to weight an individual team member's grade downwards for non-participation in their assigned team.

Presentation (10%)

Due in class 4 April

Imagine that you are presenting an early concept to the board to obtain funds for further concept development and testing, including prototype development. You have 10 minutes to present your case using power point overheads. Your job is to persuade the board. You will be assessed on (i) evidence of competent ideation and early screening, (ii) the appeal of the concept, (iii) clarity and suitability of the budget, (iv) competence of the presentation, and (v) the 'x factor' - your ability to persuade the board. If you wish to do a creative/humorous rather a 'professional' presentation, let me know in advance, and I will take that into account in point (iv). Do not undertake or make up primary research results. You should go no further than a general strategic analysis and a pre-screen. Part of your pitch should be for funds to undertake such primary research.

Concept Board (10%)

Due Friday 4pm 13 May

Prepare a concept board and colour A3 laminated poster suitable for concept testing. Write a brief questionnaire suitable for use in a concept test and prepare a one page sampling plan. You may choose to prepare a perceptual mapping or conjoint analysis questionnaire if you wish, but this is not required. You will be assessed on (i) innovativeness, relative advantage and believability of your concept, (ii) clarity and quality of design and production of your concept board, (iii) appropriateness and completeness of your sampling plan (hint: relate it to your market and make sure it is ready to implement), (v) content, layout and question wording of your questionnaire, (vi) bonus marks for the 'x' factor or for use of more difficult methodologies. Note: if you wish to prepare a prototype, please discuss this with me and I will arrange for the assessment to be modified accordingly.

Marketing Plan (10%)

Due Friday 4pm 27

May

Write a two to three page marketing plan for your product concept, together with a covering memo requesting funding for this plan from the board. By now you should be a competent independent learner - so work out the format for yourself. I will assign a grade based on (i) how likely I would be to fund this, (ii) the confidence I would have in a team that presented this plan, and (iii) how likely I would be to direct other parts of the organisation to support your product launch. Persuade me.

You must submit all pieces of written assessment to pass the course.

ASSESSMENT POLICIES

Written Expression

I expect competent use of written English, and will assess this in each piece of work. If it is not up to scratch, you cannot receive any kind of 'A' grade. I may also deduct up to three letter grades (eg. B+ down to C+) of the marks available for poor written English. If I can't understand your assignment, you will get a D or E; however, in this case you can fix up the language and resubmit an otherwise identical assignment before the end of the semester - although the most I will give for a re-submitted assignment is a C+.

Word Limits

These are maximums not minimums. Concise effective writing is a key academic and business skill. If you go over the word or page limit I will usually regard this as an example of poorly organised arguments, sloppy thinking and poor presentation, and deduct marks accordingly. Excessively long meandering assignments with poor structure will be failed.

Extensions

NO EXTENSIONS. Well, alright, one extension. There is a three day extension voucher overleaf (it can't be applied to the presentation or class discussion, and you can't trade them with your classmates). Use it when you need to. After that, no mercy! I will take off 10% of the grade available for each day the work is late.

If you have an absolute personal disaster that prevents you handing one piece of work in, you can do a makeup assignment at the end of the course; there will be a choice of an essay or a case study. This will let you pass, but not to get a good grade, as the maximum grade for the makeup assignments will be B (6.5/10). That's life. You can't keep making excuses and expect to do well. Sometimes, you just have to take it on the chin.



3-day extension
voucher for MARK
402

2006

Referencing and Layout

You should know the drill by now. If you don't, work it out for yourself. You need to get your referencing and layout right. If it looks bad or doesn't follow an appropriate style, I'll deduct marks.

Plagiarism

Again, you should know the drill by now; and, if you don't, find out for yourself. There are plenty of resources around. I'm not going to spoon-feed you on these sorts of issues at this level. Take responsibility for getting it right

yourself, especially on an issue that is so serious.

FINAL COMMENT

My main aim is that we all learn something and have some fun. For anything that isn't covered in here, I'll be guided by the principles of natural justice ameliorated by the need for excellence in both business and academic endeavours. Meanwhile, I hope you challenge me, extend each other, enjoy the process, and that we don't have to make it too formal. Let go to it !

Best wishes for the course.

Malcolm

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the office on (04) 463 5376.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Coordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

Where:

Melissa Dunlop
Programme Coordinator
Room 109 D
14 Kelburn Parade: back courtyard
Ph: (04) 463 6015
Email: Maori-Pacific-Mentoring@vuw.ac.nz

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Coordinator for details.