

**UNIVERSITY OF SOUTHERN CALIFORNIA**  
**MARSHALL SCHOOL OF BUSINESS**  
**MKT 530 – NEW PRODUCT DEVELOPMENT**  
**TTh 1:00 – 5:00 P.M. – JKP 204**  
**SUMMER 2025**

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#### REASONS TO TAKE THIS COURSE

A successful new product does more good for an organization than anything else that can happen. The process of new product development relies on advanced statistical analysis and sophisticated modeling. This course will provide you first-hand experience applying models and analytical techniques to address the market requirement that organizations continually innovate and bring to market products and services that clearly distinguish themselves from the competition by offering higher value to specified target markets. Marketing executives from BCG X, BMW Designworks, Canva and Nestlé will share the new product development techniques and strategies they employ to increase revenues and profitability and achieve sustainable, competitive advantages. You will learn how to develop and implement a new product or service to an existing or new target markets.

#### COURSE DESCRIPTION

Successful new product development requires the use of statistical and other formal methods of analysis, a myriad of processes and proven methodologies. During the course, you will learn how to apply new product development techniques and frameworks to a multitude of case analyses from a variety of industries and countries. The learning throughout the course will be supplemented by personal experiences, exercises, and current new product and service developments. You will learn how to write an effective New Product Development (NPD) Plan that integrates the components of new product development into a cohesive, integrated plan for any new product or service.

#### LEARNING OUTCOMES

Course learning objectives support the three AACSB USC Marshall Graduate Programs Learning Goals to varying degrees. Details may be found in the Appendix of this syllabus on page 15. Upon the successful completion of this course, students will have acquired the skills and knowledge to effectively:

1. Analyze the strategic tradeoffs surrounding the use of business analytics and big data in the NPD process.
2. Explain the models and techniques commonly used in the NPD process (e.g. BASES Model, concept testing, product use testing, and analytical attribute techniques such as factor analysis, regression analysis, cluster analysis, conjoint analysis, and multidimensional perceptual mapping).
3. Identify new opportunities to use these techniques across business domains to guide decision making and confidently apply these techniques to exercises and case analyses.
4. Identify marketing metrics that are the most appropriate for new product development (NPD) initiatives (e.g. sales forecasting, profitability, market share, ROI, breakeven point, payback period and CLV).
5. Formulate and communicate actionable business recommendations based upon your analysis, including risks and mitigations to the risks, and critically assess the validity of analytics-based recommendations in the context of specific new product development decisions.
6. Apply the NPD Framework to the development of a new product or service concept.
7. Explain why innovation and new product development should be key strategic initiatives in an organization.

#### REQUIRED READINGS

- Harvard Business Publishing Education Coursepack for required assignments. (Refer to Appendix 1 for suggested supplemental readings by session in *New Products Management* textbook by Crawford and Di Benedetto.)

#### RECOMMENDED OR ADDITIONAL READINGS

- Trott, Paul (2017) *Innovation Management and New Product Development* (6<sup>th</sup> Edition). Pearson Education.
- Ulrich, Karl and Eppinger, Steven (2016). *Product Design and Development* (6<sup>th</sup> Edition). McGraw-Hill Irwin.

## NEW BRIGHTSPACE ONLINE LEARNING PLATFORM

### USC is using Brightspace as our online learning platform.

How to Login to Brightspace:

To access Brightspace today, follow these steps:

1. Go to <https://brightspace.usc.edu/d2l/login> to login. You can also find Brightspace on [my.usc.edu](http://my.usc.edu)
2. Enter your USC Net ID and password to access
3. Begin navigating through Brightspace

I also encourage you to download the mobile app, Brightspace Pulse, available in both the [Apple App Store](#) and [Google Play](#).

### What to Expect

Brightspace provides an enhanced learning experience with detailed class progress reports. With Brightspace, you can easily see all assignment due dates in one place.

Upon opening Brightspace, you will find our course and we will use this course to complete work for this course throughout the semester.

### Support Resources

Do you want to learn more about Brightspace? Check out training and resources in the [Brightspace Student Tutorials](#). For office hour support, please [sign up here](#). Find technical support information below:

- Student Guides: [Brightspace Student Guides](#)
- Brightspace Technical Support Line: 888-895-2812
- Brightspace Email Support: [usc@d2l.com](mailto:usc@d2l.com)

## GRADE BREAKDOWN AND EXPECTATIONS

The following 1,000-point grading system will be utilized for the course:

TOPIC	PERCENTAGE OF GRADE	POINTS	DUE DATE (SEE COURSE SCHEDULE)
PARTICIPATION	10%	100	5/22 – 6/24
MARKETING IN ACTION ASSIGNMENTS – SELECT 2 OF 10 SESSIONS	15%	150	5/22 – 6/20
INDIVIDUAL CASE WRITE-UP	35%	350	5/29 – 6/20
TEAM NEW PRODUCT DEVELOPMENT (NPD) PROJECT			
- PART 1	15%	150	6/5
- FINAL	<u>25%</u>	<u>250</u>	6/24
SUBTOTAL	40%	400	
TOTAL	100%	1000	

A detailed course schedule is shown on page 8. This three-credit course typically meets twice a week on Tuesday and Thursday afternoons with each of the class sessions scheduled for four hours from 1:00 – 5:00 pm because of a shortened summer schedule. Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

## COURSE FORMAT

Students are expected to be prepared for all sessions and have completed the assignments and readings before each class. Exercises, Marketing in Action assignments, and cases will be utilized to apply various aspects of new product development to real world settings.

## ATTENDANCE

Students are expected to attend *all* class sessions. Class discussions are an integral part of the learning experience throughout this course. It follows that the frequency and quality of your participation in and contribution to these discussions will have a direct and meaningful relationship to the value as well as the short-term and the long-term benefits you will derive from the course. Late arrival and early departure from any class does not align with the Trojan culture and negatively impacts the in-class learning. Please notify me in advance if you are unable to attend any class.

## CLASS CONDUCT/ETIQUETTE

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in all of my classes.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Etiquette Rules:

- Arrive on time and stay for the entire class. Leaving after the break is disrespectful unless there is a legitimate reason.
- Disagree respectfully.
- Respectfully pay attention to classmates.
- Actively participate in class discussions and exercises.

## CLASSROOM POLICIES

Active class participation is important in achieving the learning objectives for this course. Students who are experiencing illness should not attend class in person. Please inform me in advance of the class session that will be missed due to illness or a job-related commitment to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for absences under approved circumstances but can earn credit for class participation by emailing a summary of the missed class session within a week of the missed class after watching the Panopto recording.

## CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each session.

Additionally, a course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. It follows that my expectation and that of your classmates will be that you are prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with participation, *all* students should make an effort to contribute in *every* class.

As an added benefit to all, participation provides an opportunity to those who lack speaking and presentation skills to develop them in a non-threatening setting and to others it provides a forum to hone their communication and public speaking skills.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

## CLASS PARTICIPATION (CONTINUED)

The evaluation of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or absence. To underscore the importance of participation, 10 percent of the course grade or 100 of 1,000 points are allocated to class participation.

## MARKETING IN ACTION ASSIGNMENTS

As preparation for class sessions and engagement in better understanding learning outcomes for each class, you are asked to construct a **Marketing in Action assignment for any 2 of the 10 sessions** of the course related to the learning outcomes of the topics covered during each class session. You are to submit them in the Discussions module in Brightspace by 11:59 p.m. on the night before the next class session or typically on Monday and Wednesday nights. (See Best Practice examples in the Syllabus and Resources module in Brightspace.) These **Marketing in Action** engagement assignments will be used to start class discussions and promote conversations regarding applications of new product development and general marketing concepts, principles, models and terminology to your previous or current work experiences, from organizations in the news or companies that you are interested in working for.

Marketing in Action Assignments are worth 15 percent of the grade or 150 of the 1,000 points for the course. **The first Marketing in Action assignment can be submitted for Session 1 on Tuesday, May 22nd with the last to be submitted before the last class session on Friday, June 20<sup>th</sup>. Late submissions will not be accepted.**

## CASE ASSIGNMENTS

Cases are not only vehicles for developing analytical skills and applying concepts and frameworks introduced in readings and lectures, but they also serve as examples of challenges common to real-world settings. While case studies that reflect the current business environment frequently provide the best illustration, cases on most topics presented in this course have not been published within the past year or so. As a result, the best and most recent cases available have been selected to maximize the learning outcomes of each case-focused session.

In preparing for cases prior to class, I recommend reading a case more than once. The first reading should give you a sense of the case topic and the type of data contained therein. In subsequent readings, I recommend that you underline or otherwise mark up each case to identify key points relating to the business and situation. You should devote equal attention to case exhibits, which contain information useful for the development of a solid analysis.

Facts and research results must be analyzed, noted and subsequently followed by the application of sound logic and reasoning to fully evaluate how the information provided affects the case and influences your conclusions. You are encouraged to reach beyond the data in the case to formulate recommendations that, with the benefit of your additional analysis, will more effectively address or resolve the case issues and provide a more enriched learning experience. As a word of advice, incorporate information you gather regarding actual firm strategies in the cases with caution. Firms make many strategic mistakes and strategies they actually pursue are often inferior to alternative strategies not chosen.

Learning from a case is typically achieved in two steps. The first involves pre-class preparation encompassing the efforts to identify the issues presented in the case, to select and apply the appropriate forms of analysis (e.g., quantitative, logic, experience, conceptual) and, finally, to develop effective, comprehensive solutions and recommendations, all of which you will be expected to complete *before* coming to class. During class discussions, you will be expected to substantiate your conclusions based on your analyses of the assigned case. Marketing strategies should be specific and support overall objectives and recommendations, while incorporating relevant material from class assignments and/or case exhibits.

The second step occurs during in-class discussion when a variety of methodologies applicable to a successful diagnosis, analysis, and solution to business issues--which at times may differ from yours--are examined. I will typically ask students to explain the issues and offer their analysis and recommendations. This method of learning

## CASE ASSIGNMENTS (CONTINUED)

*does not typically provide “the only” answer.* By design, several viable solutions may be developed and supported equally well. Understanding others’ positions, learning from them, and countering and/or enhancing them with your own perspective play a critical role in the learning experience. Only when you have defended your position can you fully understand its strengths and weaknesses. There is rarely a *single* right answer for a case, just as there is rarely a *single* right marketing decision in actual practice.

While it is important to identify a case’s purpose in general terms, the most critical outcome is to acquire the ability to develop solid analytical skills, gain an understanding of the applicable marketing principles, evaluate the effectiveness of various alternatives and present sound recommendations, risks and mitigations to the risks.

One case write-up will be assigned to each student from Sessions 3 through 10. Please see page 9 for list of cases, guidelines, and grading criteria. You will be asked to answer the case questions found in the Case Learning Outcomes and Discussion Questions document in the Syllabus and Resources Module in Brightspace and submit the case writeup before the beginning of class in which the case is assigned and discussed. The case assignment is worth 35 percent of the grade or 350 out of 1,000 points.

## NEW PRODUCT DEVELOPMENT PROJECT

**Students will be asked to form teams of 4 – 5 people to develop a new product or service using the New Product Development (NPD) framework utilized throughout the course. (Please see pages 10 – 13 for details.) Your team members and topics are due by the beginning of the second class on Tuesday, May 27<sup>th</sup>.** If you cannot form a team or join one, you will be assigned to a team. This assignment is worth 40 percent of the total course grade or 400 out of 1,000 points with Part 1 worth 15 percent of the grade or 150 points and the Final NPD project worth 25 percent of the grade or 250 points out of the 1,000 points for the course. Late reports will be penalized ten (10) percent for missing the deadline and ten (10) percent for each day thereafter.

The grade for this assignment may be influenced by each team member’s contributions. If you believe participation was disproportionate among team members, please complete the peer evaluation form on page 14 and submit it at the time the assignment is due. All other team members will also be asked to complete the form.

## USC STATEMENT ON ACADEMIC INTEGRITY

Students must adhere to the USC Marshall Code of Professionalism and Academic Integrity at all times. Plagiarism is a violation of the Code and will result in a failing grade. All assignments on Brightspace will utilize Turnitin to determine the degree of similarity of student work to outside resources to ensure adherence to Marshall and USC ethical standards. The use of unauthorized material, communication with fellow students during an examination, attempts to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. If you have any questions, please contact me for clarification. Where a clear violation has occurred, I may disqualify your work as unacceptable and assign a failing mark on the paper and/or course.

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#).

**Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

**Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.



## **OPEN EXPRESSION AND RESPECT FOR ALL**

Important goals of the educational experience at USC Marshall are to be exposed to and to discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)."

## **POLICY FOR USE OF AI GENERATORS IN THIS COURSE**

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI, such as Marketing in Action, case and NPD Project assignments. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

## **EMERGENCY PREPAREDNESS**

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://www.usc.edu/emergency/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Brightspace learning management system (TBD), teleconferencing, and other technologies.

## **COURSE EVALUATIONS**

Course evaluations are a valuable source of feedback and taken very seriously. They are administered online during the last 7 – 10 days of each course. This course has been and will continue to be improved based on feedback from students and instructor observations. Your participation is strongly encouraged and very much appreciated. Thank you in advance for taking a few minutes to complete the course evaluation.

## **USE OF RECORDINGS**

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, pages 13 and 27), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes, recordings, exams, or other intellectual property based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

## **RETURNING GRADED PAPERWORK**

Unclaimed, returned paperwork will be discarded after four (4) weeks and, hence, will be unavailable should students pursue an appeal following the receipt of their grades.

## **PROFESSOR/STUDENT INTERACTION**

If at any time during the course you have questions regarding the preparation of assignments or other course-related issues, please do not hesitate to contact me by email, telephone or in person to arrange a meeting if desired.

*My philosophy is to create a community of learners in which I facilitate discussions guided by the goal of encouraging the construction of knowledge together. I will always give you as much feedback as you desire to help you become better new product development marketers and achieve your personal objectives for this course.*

**MKT 530 – NEW PRODUCT DEVELOPMENT**  
**COURSE SCHEDULE**  
**TTH 1:00 – 5:00 P.M.**  
**JKP 204**  
**SUMMER 2025**

SESSION	DATE	TOPICS	ASSIGNMENTS*
1	Thurs., 5/22	INTRODUCTION TO NEW PRODUCT DEVELOPMENT AND THE NEW PRODUCT DEVELOPMENT PROCESS	J. Crew: Are Americans Ready to Dress Down? Case Krohn: A Blue Ocean of Red Fashion Case <b>Case Assignment Preferences Due by 11:59 pm on May 22nd (Optional)</b> <b>Marketing in Action Assignments Begin</b>
2	Tues., 5/27	OPPORTUNITY IDENTIFICATION AND PRODUCT CONCEPTS	An Exercise in Designing a Travel Coffee Mug Red Bull Spreads Its Wiings Case <b>New Product Development (NPD) Teams and Project Topics Due</b>
3.	Thurs., 5/29	NEW PRODUCT IDEAS	Designing Transformational Customer Experiences Exercise Uber: Applying Machine Learning to Improve the Customer Pickup Experience Case Domino's Pizza: Digital Transformation in the Pizza Industry Case <b>First Case Assignments Due</b>
4.	Fri., 5/30	THE ROLE OF ARTIFICIAL INTELLIGENCE (AI) IN NEW PRODUCT DEVELOPMENT (NPD)	<i>Guest Speaker, Harnish Jani, Managing Director and Partner, BCG X</i> Flipkart: Reimagining the Digital Customer Experience Case
5.	Tues., 6/3	CONCEPT EVALUATION AND TESTING	Montreaux Chocolate USA: Are Americans Ready for Healthy Dark Chocolate? Case Swiss Chocolate Challenge: SwissOne versus Toblerone Case
6.	Thurs., 6/5	THE FULL SCREEN, SALES FORECASTING AND FINANCIAL ANALYSIS, AND THE PRODUCT PROTOCOL	Full Screen Exercise Market Disruption Strategies: The Transformation of Xiaomi Case Parrot: Navigating the Nascent Drone Industry Case <b>Part 1 NPD Projects Due</b>
7.	Tues., 6/10	DESIGN, DEVELOPMENT TEAM MANAGEMENT, AND PRODUCT USE TESTING	IDEO: Human-Centered Service Design Case Amazon's Rekognition Dilemma Case
8.	Thurs., 6/12	DESIGN, DEVELOPMENT TEAM MANAGEMENT, AND PRODUCT USE TESTING (CONTINUED)	<i>Guest Speaker, Neil Brooker, Former COO, BMW Designworks</i> Toyota's Future: Hydrogen- and Battery-Powered Vehicles Case
9.	Tues., 6/17	STRATEGIC LAUNCH PLANNING, IMPLEMENTATION OF THE STRATEGIC PLAN, AND MARKET TESTING	<i>Guest Speaker, Rob Feuerman, Chief Intelligence Officer, Good Food Holdings, LLC</i> McCormick & Co.: Deploying Artificial Intelligence in New Product Development Case
10.	Fri., 6/20	LAUNCH MANAGEMENT, PUBLIC POLICY ISSUES, AND COURSE REVIEW	<i>Guest Speaker, Matt O'Brien, Senior Manager, Commercial Development, Nestlé</i> Sanzo: Bridging Cultures through Asian-Inspired Flavoured Sparkling Water Case <b>Last Marketing in Action and Case Assignments Due</b>
11.	Tues., 6/24	FINAL NPD PROJECT PRESENTATIONS	<b>NPD Project and Presentations Due</b>

\* See Appendix 1 on page 16 for supplemental readings in *NewProducts Management* textbook by Crawford and Di Benedetto.



## INDIVIDUAL CASE ASSIGNMENTS

**DUE ON THE DATE THE CASE IS DISCUSSED IN CLASS – THURSDAY, MAY 29<sup>TH</sup> – FRIDAY, JUNE 20<sup>TH</sup>**

Cases have been assigned to apply integrated new product development concepts, techniques and frameworks to real world business situations and enhance your analysis, critical thinking and problem-solving skills.

You will be assigned to prepare an individual case analysis write-up from the following list of cases that will be covered between Thursday, May 29<sup>th</sup> and Friday, June 20<sup>th</sup>.

- Uber: Applying Machine Learning to Improve the Customer Pickup Experience – Due 5/29
- Dominic’s Pizza: Digital Transformation in the Pizza Industry – Due 5/29
- Flipkart: Reimagining the Digital Customer Experience – Due 5/30
- Montreaux Chocolate USA: Are Americans Ready for Healthy Dark Chocolate? – Due 6/3
- Swiss Chocolate Challenge: SwissOne versus Toblerone – Due 6/3
- Marketing Disruption Strategies: The Transformation of Xiaomi – Due 6/5
- Parrot: Navigating the Nascent Drone Industry Case – Due 6/5
- IDEO: Human-Centered Service Design – Due 6/10
- Amazon’s Rekognition Dilemma – Due 6/10
- Toyota’s Future: Hydrogen- and Battery-Powered Vehicles – Due 6/12
- McCormick &Co.: Deploying Artificial Intelligence in New Product Development – Due 6/17
- Sanzo: Bridging Cultures through Asian-Inspired Flavoured Sparkling Water – Due 6/20

Please answer the case questions that can be found in the Case Learning Outcomes and Discussion Questions document in the Syllabus and Resources navigation bar in Brightspace. Grading criteria are shown below. The suggested length of the paper is 6 – 8 single-spaced pages, excluding exhibits. Case write-ups are worth a total of 35 percent of the grade or 350 out of 1,000 points. The case is to be uploaded in the Assignments folder of Brightspace before the beginning of the class in which the case is discussed. Late papers will not be accepted.

**If you have a preference for writing up any of the assigned cases, please complete the survey in the Quizzes folder of Brightspace by 11:59 p.m. on Thursday, May 22nd with your top three choices of cases for the assignment** and I will attempt to make assignments according to your interests and preferences. If you do not complete the survey by the deadline, you will be randomly assigned to one of the 12 case studies.

### *Guidelines for Effective Case Analyses*

Case write-ups should incorporate the readings on the topic area in which the case is assigned and focus on new product development issues.

The following are general guidelines for preparing an effective case analysis:

- Identify all of the major issues in the case that need to be raised to conduct a thorough analysis.
- Address the questions as shown in the Course Reader on the cover page preceding each case.
- The supporting analysis should be thorough, carried out correctly and consistently, and should draw, whenever relevant, on material presented in class or assigned in readings.
- Develop at least three recommendations and describe the rationale for the recommendations followed by at least three risks and three suggested ways to mitigate each recommendation.
- Risks should include financial impacts such as increased costs and potential decreases in profitability.

### *Grading*

The following criteria will be utilized to grade the case analyses:

1. Statement of the relevant issues presented in the case.
2. Comprehensive, thoughtful, and accurate responses to case questions 2 – 4.
3. At least three recommendations with rationale.
4. At least three risks and mitigations to the risks associated with each recommendation with rationale.

## NEW PRODUCT DEVELOPMENT (NPD) PROJECT

### *Project Overview*

This project is designed to enhance both students' learning and professional market value through direct, hands-on experience with the key managerial activities that are involved in moving a new product, service, or other marketing innovation from its early inception through the development stages that help refine and optimize it. Students work with a variety of analytic and creative tools at each NPD development stage. The output of the process is a new product planning document that summarizes the nature and rationale for the project, alternative product or service concepts, consumers' reactions to each concept, the subsequent marketing strategy and tactics and a self-evaluation of the strategy's overall soundness. You will work in project teams of 4 – 5 individuals. Initially project teams will likely consider several, often quite different NPD projects. To make your final selection, be opportunistic, and consider factors such as the availability of relevant secondary information, your access to primary information sources (e.g., industry players and experts), your ability to locate prospective customers and obtain feedback from them, time-frame implementation issues and your personal interest in a particular product or service category or brand. **Topics and team members are to be submitted in Brightspace before class on Tuesday, May 27<sup>th</sup>.**

I will be happy to discuss any questions you might have before and during the development of the NPD Project to provide guidance or address any issues you might have regarding your topic and the material required to complete the project.

All are encouraged to take advantage of the wealth of electronic resources available through the Gaughan & Tiberti Business Library. If you have any questions or difficulty in gaining access to these resources, please contact Christy Kane, our lead librarian, at [kanec@marshall.usc.edu](mailto:kanec@marshall.usc.edu).

### *NPD Project Report*

The final NPD written report should include all the following elements to total approximately 15 – 20 pages, excluding exhibits. All reports should begin with a Table of Contents and use footnotes at the bottom of each page using APA format. (Please see NPD Project Report Outline on pages 11 – 12 for details.)

#### **1. Executive Summary**

This summarizes your NPD “story” and highlights the key aspects of your marketing strategy and recommendations

#### **2. NPD Opportunity Identification and Situation Analysis**

This describes your basic innovation idea in a product innovation charter (PIC) and what industry, competitive, consumer and other factors support its potential for success. This section presents an abbreviated 5-C and 4-P analysis of the product or service category you seek to enter as well as a value chain and expanded SWOT to include strategies to maximize strengths and opportunities and mitigate weaknesses and threats.

#### **3. Concept Generation**

Once your team has selected a general NPD idea to pursue, it is highly likely that various alternative possibilities exist with respect to different features, benefits, positioning, and customer target. Use your own logic to identify the most important alternatives, then represent these variations on your basic concept through the generation of between 3 and 5 written concepts. Briefly explain how you selected your 3 – 5 concept finalists and include the written concepts as exhibits in your report.

#### **4. Concept/Project Evaluation and Testing**

Each student team member needs to interview 5 prospective customers to obtain their reactions to the alternative concepts. This report section explains your research methodology, including questionnaire, and describes results including consumers' overall reactions, specific likes and dislikes, purchase intentions and other metrics.

## NEW PRODUCT DEVELOPMENT (NPD) PROJECT (CONTINUED)

### 5. Development and Strategy Soundness Evaluation

This section presents your critical evaluation of the validity of your plan's underlying assumptions, including a perceptual map, and a feasibility analysis that identifies must criteria and uses profile sheets and scoring models to assess its vulnerabilities, the risk that is involved and its prospects for success and for producing a sustainable advantage.

### 6. Recommendations

This section includes all recommendations for the project including target markets, revenue, profitability, market share and marketing mix objectives, marketing strategies, a profit-and-loss statement, implementation plan and contingency plans if objectives are not met or exceeded.

### *Evaluation Criteria*

The NPD Project will be evaluated twice with **Part 1 due on Thursday, June 5<sup>th</sup>** and the **Final NPD project due on Tuesday, June 24<sup>th</sup>**, which is to incorporate suggested changes from Part 1 into the Final NPD Project paper.

#### **Part 1 NPD Project**

1. Description of NPD Topic
2. Product Innovation Charter
3. Industry/Market Analysis
4. Competitive Analysis
5. Value Chain Analysis
6. Customer Analysis
7. Company Analysis
8. Expanded SWOT Analysis

#### **Final NPD Project**

1. Executive Summary
2. Analysis and assessment of the NPD opportunity
3. Quality and analysis of the alternative NDP concepts
4. Quality and comprehensiveness of the NDP concept development and evaluation research
5. Comprehensiveness and quality of the NPD strategy soundness evaluation
6. Comprehensiveness, quality and soundness of the recommendations
7. Quality of the in-class presentation

Your team will present your findings during an in-class presentation on **Tuesday, June 24<sup>th</sup>**. It is strongly encouraged to develop prototypes, if feasible, to be included in your presentation. Details will be discussed in class.

**The NDP Project write-up is to be uploaded in the Assignments folder in Brightspace before class begins on Tuesday, June 24<sup>th</sup>.**

This assignment is worth 40 percent of the course grade or 400 out of 1,000 points with Part 1 NPD Project worth 15 percent or 150 of the 1,000 points and the Final NPD Project worth 25 percent or 250 out of 1,000 points for the course grade.

### *Peer Evaluations*

If team contributions were not equal while preparing and presenting the assignment, please complete the project peer evaluation form on page 14. If one form is handed in at the end of the class in which the presentation is given, all other team members will be asked to complete the form. Unequal contributions may affect the individual grade of this assignment. If no peer evaluation forms are completed, it will be assumed that contributions were equal among team members.

## NPD PROJECT REPORT OUTLINE

1. **Description of NPD Topic or Executive Summary** - A brief description of the NPD Project (Part 1) or a brief synopsis in the Executive Summary of the NPD Project (preferably one page in Final Project) that provides highlights of the situation analysis, target markets, objectives, strategies, and financial expectations.
2. **NDP Opportunity Identification and Situation Analysis** – The product innovation charter (PIC) and relevant background data on the industry, competition, customers, the company, value chain and the resulting expanded SWOT analysis that supports the NDP opportunity
  - **Product Innovation Charter (PIC)**
    - Background
    - Focus
    - Goals/Objectives
    - Guidelines
  - **Industry/Market**
    - Industry/Market size
    - Trends
    - Technological changes
    - Legal/Regulatory issues
  - **Competition**
    - Major players in the marketplace
    - Competitive strategies
    - Market shares (if available)
  - **Value Chain**
    - Partners who are included in the value chain (i.e., suppliers, distributors, retailers, etc.)
    - Groups that have some influence on the customer experience (media, government, activist organizations, etc.)
  - **Customer**
    - Customer needs/perceptions
    - Current primary and secondary target markets
    - Trends
  - **Company**
    - Description, core competencies of the firm and current revenues and profits
    - Positioning
    - Marketing mix for applicable products and/or services
      1. Product/Service
      2. Place – distribution
      3. Promotion – integrated marketing communications
      4. Pricing
  - **Expanded SWOT**
    - Strengths
    - Weaknesses
    - Opportunities
    - Threats
    - Strategies to maximize strengths and opportunities
    - Strategies to mitigate weaknesses and threats

## NPD PROJECT REPORT OUTLINE (CONTINUED)

### 3. Concept Generation

- **Top 3 – 5 Written Concepts (shown in Exhibits)**
  - Rationale for selection
  - Written concepts for primary target market, features, benefits and positioning

### 4. Concept/Project Evaluation and Testing – Results of your research on alternative concepts.

- **Research Methodology**
- **Summary of Results**
  - Overall reactions
  - Likes and dislikes
  - Purchase intentions
  - Other metrics

### 5. Development and Strategy Soundness Evaluation – Assessment of the soundness and validity of the underlying assumptions of the recommendations.

- **Validity of Underlying Assumptions**
  - Multi-dimensional perceptual map
- **Feasibility Analysis**
  - Identification of must meet criteria
  - Use of profile sheets to justify recommendations
  - Use of scoring models

### 6. Recommendations - Desired accomplishments for 2026.

- **Target Markets** – Clearly and specifically define the primary and secondary target markets in terms of demographics, geography, usage, psychographics, etc.
- **Objectives** – Overall and specific objectives for the 4 P's.
  - Revenue
  - Profitability
  - Market share
  - Product
  - Place – distribution
  - Price
  - Promotion
- **Marketing Strategies** – Defined strategies on how objectives will be accomplished.
  1. Product/Service to include positioning
  2. Place
  3. Promotion
  4. Pricing
- **Projected Profit-and-Loss Statement** – Detailed P&L statement for 2026, including assumptions and at least two previous years of financials if available with best case, worst case and most likely scenarios.
- **Implementation Plan** – A pert chart outlining the timeline and persons responsible for recommended tactics for plan period.
- **Contingency Plan**
  - Measurements and processes to ensure that the plan is monitored and evaluated.
  - Alternative strategies to be implemented if objectives are not met or exceeded

## NEW PRODUCT DEVELOPMENT PROJECT PEER EVALUATION

Please identify your team and team members for the New Product Development Team Project that you worked on. Then rate all of your team members, *including yourself*, based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 equal to does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Yourself
<b>1. Role Performance</b>					
<b>2. Assists Team Members</b>					
<b>3. Listening and Discussing</b>					
<b>4. Research and Information Sharing</b>					
<b>5. Time Management</b>					
<b>Total</b>					

If you desire, please comment on the contributions of individual team members to the team Marketing Strategy Project.

Comments:



**APPENDIX – CONTRIBUTION OF MKT 530 – NEW PRODUCT DEVELOPMENT TO STUDENT ACHIEVEMENT OF  
USC MARSHALL’S AACSB GRADUATE PROGRAM LEARNING GOALS  
MKT 530 – NEW PRODUCT DEVELOPMENT LEARNING OBJECTIVES 1-7**

1. Analyze the strategic tradeoffs surrounding the use of business analytics and big data in the NPD process.
2. Explain the models and techniques commonly used in the NPD process (e.g. BASES Model, Bass Model, concept testing, product use testing, and analytical attribute techniques such as factor analysis, regression analysis, cluster analysis, conjoint analysis, and multidimensional perceptual mapping).
3. Identify new opportunities to use these techniques across business domains to guide decision making and confidently apply these techniques to exercises and case analyses.
4. Identify marketing metrics that are the most appropriate for new product development (NPD) initiatives (e.g. sales forecasting, profitability, market share, ROI, breakeven point, payback period and CLV).
5. Formulate and communicate actionable business recommendations based upon your analysis, including risks and mitigations to the risks, and critically assess the validity of analytics-based recommendations in the context of specific new product development decisions.
6. Apply the New Product Development (NPD) Framework to a New Product Development (NPD) Plan for a new product or service concept.
7. Explain why innovation, new product development and disruption should be key strategic initiatives in an organization.

MARSHALL GRADUATE PROGRAMS LEARNING GOALS	MKT 530 OBJECTIVES THAT SUPPORT THIS GOAL
<b>Learning Goal # 1 Our graduates will be impactful leaders who foster purpose and passion in the following ways:</b>	<b>Supported by MKT 530 Learning Objectives 1-7</b>
1.1 Exhibit exceptional self-awareness through understanding of personal and career goals; awareness of individual strengths and weaknesses; and engaging in a personalized, goal-driven, lifelong learning program.	n/a
1.2 Hold a clear framework for ethical and values-based, decision-making supported by unyielding personal integrity and the confidence to act accordingly.	1-7
1.3 Build communities by adopting a stakeholder view of business, transcending traditional boundaries with a global and cosmopolitan mindset, and creating impact based on the core values of their organizations.	1-7
<b>Learning Goal # 2 Our graduates will be impactful leaders who discover opportunities. The impactful leader uncovers and develops opportunities by understanding the toughest, most significant business problems. As impactful leaders, they will convert these vexing challenges into opportunities in the following ways:</b>	<b>Supported by MKT 530 Learning Objectives 1-7</b>
2.1 Apply an integrated, multidisciplinary approach to understand and analyze the most significant business problems, which are generally complex, messy, unstructured, uncertain, and beyond formulaic analysis.	1-7
2.2 Use strategic thinking to identify viable options that can create short-term and long-term value for their organizations	1-7
2.3 Set bold, visionary, and achievable goals and plans that allow their organizations to take advantage of opportunities sooner and more profitably than competitors	1-7
<b>Learning Goal # 3 Our graduates will be impactful leaders who partner with the right people. The impactful leader understands the art and skill of collaborating with others to achieve exceptional results. As impactful leaders, they will develop and execute business initiatives in the following ways:</b>	<b>Supported by MKT 530 Learning Objectives 1-7</b>
3.1 Influence and motivate on an interpersonal level. The impactful leader sees the value and potential of colleagues and partners on an individual level and influences and motivates on this interpersonal level.	1-7
3.2 Build and sustains high-performing teams. The impactful leader is able to integrate diverse teams with a variety of perspectives, talents, skills, and strengths toward a common goal. He/she is adept at aligning individual success with team success and team goals with organizational goals.	1-7
3.3 Lead innovative and nimble organizations. The capacity for an organization to adapt to a changing business landscape, to innovate, and to prepare for future challenges is often referred to as “Organizational IQ.” The impactful leader to lead organizations that rapidly develop and sustain high organizational IQ.”	1-7

**APPENDIX 1 – SUGGESTED SUPPLEMENTAL READINGS****SUGGESTED SUPPLEMENTAL READINGS IN *NEW PRODUCTS MANAGEMENT* TEXTBOOK**

<b>Session</b>	<b>Date</b>	<b>Topics</b>	<b>Supplemental Readings</b>
1.	5/22	Introduction to New Product Development and the New Product Development Process	Chapters 1 – 2
2.	5/27	Opportunity Identification and Product Concepts	Chapters 3 – 4
3.	5/29	New Product Ideas	Chapters 5 – 6
5.	6/3	Concept Evaluation and Testing	Chapter 7
6.	6/5	The Full Screen, Sales Forecasting and Financial Analysis, and the Product Protocol	Chapters 8 – 10
7.	6/10	Design, Development Team Management, and Product Use Testing	Chapters 11 – 13
9.	6/17	Strategic Launch Planning, Implementation of the Strategic Plan, and Market Testing	Chapters 14 – 16
10.	6/20	Launch Management, Public Policy Issues, and Course Review	Chapters 17 – 18

Textbook: Crawford, Merle and Di Benedetto, Anthony (2021) *New Products Management* (12<sup>th</sup> Edition). McGraw-Hill/Irwin.