

**New Product Management  
AP/ADMS 4235 Section M  
Winter 2025**

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**COURSE OUTLINE**

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**Course instructor:** Pilar Carbonell-Foulquie

**Office:** Atkinson 238

**Email address:** [pilarc@yorku.ca](mailto:pilarc@yorku.ca)

**Office hours:** The instructor is pleased to meet with students before or after class or by mutual agreement.

**Course times and locations:** Mondays 4-7 PM

**Location:** R N120

**Course webpage:** Go to <https://eclass.yorku.ca/eclass/my/>

**COURSE OVERVIEW**

**Expanded course description**

In order to grow and survive in today's changing marketplace, companies must develop new products and services. However, innovation is risky, and a significant percentage of new products fail in the marketplace. Thus, what can we do to increase the odds of success of new products? This course answers the question by introducing you to proven innovation methods, principles and procedures to successfully develop and launch new products and services.

The course has a strong applied orientation. Students will have an opportunity to apply, practice and understand the principles and frameworks introduced in the course through discussions, exploratory learning exercises and a group project.

This course will benefit students interested in pursuing careers in new product development (NPD) management, general marketing and entrepreneurship.

**Prerequisites**

1) For students in an Honours program, 72 credits including AP/ADMS 2200 3.00, or 2) other students, a grade of C+ or better in AP/ADMS 2200 3.00. Course credit exclusions: None.

**Course objectives and learning outcomes**

The course is designed to help students:

- Analyze and articulate the factors that contribute to the success of new products from both project and organizational perspectives.
- Design structured processes for the development of innovative products and services.
- Develop strategies and initiatives that foster and maintain a culture of innovation within a business environment.
- Utilize industry best practices to select and manage a portfolio of new product development projects effectively.
- Discover and exploit various sources for generating innovative product ideas.
- Demonstrate proficiency in the design thinking methodology.

- Construct detailed and persuasive business cases to support the funding of new product development initiatives.
- Apply different testing methodologies to evaluate product concepts, prototypes, and market readiness.
- Conduct sales forecasts for new product launches.
- Formulate strategies to facilitate the adoption of new products and mitigate resistance from customers.
- Present research findings clearly and persuasively in written reports and oral presentations.

### **Required course material**

The required materials for this course include a mix of readings and cases curated by the instructor. Some readings are available to students at no cost through the York Libraries web portal. Other readings and cases are included in an e-coursepack created through the Harvard Business Publishing website. This coursepack is available for purchase by students through this [link](#). The cost of the coursepack is USD19.80.

There are no restrictions in this course that would prevent students from using second-hand copies of the HBP coursepack. However, students are encouraged to ensure that any second-hand materials include all the required content for this course. Refer to the weekly schedule on the eClass site for details about the readings and cases that will be used this term.

### **COURSE EVALUATION**

Students' grades will be based on the following assessments:

- |                       |     |
|-----------------------|-----|
| • Class participation | 15% |
| • Midterm exam        | 20% |
| • Final exam          | 20% |
| • Group project:      | 45% |

### **Class participation**

Class participation grades will be calculated as the average of two sub-components: in-class participation (60% of the participation grade) and written assignments (40% of the participation grade).

#### In-Class Participation

In-class participation is an essential component of the learning process. Participation is not about attendance but about actively engaging in and contributing to discussions of the assigned course materials. Participation will be assessed based on the quality of contributions. High-quality contributions include comments that are thoughtful, insightful, demonstrate preparation, show mastery of the course material, and enhance the learning environment for classmates.

Participation will be weekly evaluated using a 4-point scale where 0 indicates absence or no participation, 1 represents limited contribution; 2 means satisfactory contribution, 3 signifies good participation and 4 equals excellent participation.

To participate during class, raise your hand and wait to be given the floor. Please bring your name card to every class and display it clearly to ensure I can identify you and appropriately credit your participation.

### Written Assignments

Throughout the semester, students will complete written individual assignments related to the assigned course material. Some assignments will be completed online before class (refer to the eClass site for deadlines), while others will be completed in class to assess preparation and understanding in real-time. Late submissions will not be accepted, and there are no make-up opportunities for these assignments. Additionally, these are individual assignments, so collaboration or group work is not permitted.

### **Midterm and final exam**

Midterm and final exams will consist of a mix of mini-cases, each with several applied questions. More information about these exams will be provided in class.

### **Group work: The new product project**

For this project, students working in groups will produce a business case for a tested new product/new service concept. The concept solution will be created using design thinking, a human-centred design process. The group project will be completed in three instalments over the course of the term. These instalments will be accompanied by a final group presentation. Detailed guidelines of these milestones are posted on eClass and will be reviewed in class prior to the due dates.

### Peer evaluations

Peer evaluations will be used to calculate individual grades for group-project work. As a result of this process, some members may find that their grade will go up. Others may find that their grade will go down. All peer ratings are strictly confidential. This is a very important responsibility; please take it seriously and do a fair and honest job.

### **WEEKLY SCHEDULE**

Session 1	Drivers of success for new product development (NPD) projects
Session 2	Drivers of NPD Success at the business level
Session 3	Sources of new product ideas
Session 4	Management of the NPD process, project selection and the role of AI in the NPD process
Session 5	Midterm exam
Session 6	Design thinking: Exploration
Session 7	Design thinking: concepting, prototyping and testing
Session 8	Product use testing and market testing
Session 9	New product sales forecasting
Session 10	Market launch: understanding customers' adoption and resistance o innovations
Session 11	Final exam
Session 12	Group presentations

## **COURSE AND UNIVERSITY POLICIES**

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

**Class attendance:** It is strongly recommended that students attend all lectures to ensure successful achievement of the intended learning outcomes. Attendance to guest speakers' presentations is mandatory. A 10% penalty to your participation grade will be applied for each unjustified absence on these days.

**Late submissions:** All project deliverables must be handed in on or before the due date. Late submissions for the group project will be penalized with a grade reduction of 5%, per hour late.

**Email communication:** For emails, please make sure that you include the course number on the email subject line (e.g. ADMS 4235). From Monday to Friday, students will normally receive an answer to their emails within 24 hours. Emails received during the weekend will be normally answered by the following Monday.

**Missed midterm exam:** In general, if you miss the midterm exam, you will write a cumulative final exam that will be worth 40% of the course grade.

**Missed final exam:** Deferred standing (DSA) may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>. No individualized communication will be sent by the School to the students (no letter or e-mails). Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

**Grades Release Dates (Grade Reports and Transcripts):** Grades submitted by an instructor are subject to review by the teaching unit in which the course is offered and by the Faculty Council or Faculty Committee on Academic Policy and Planning. Final course grades may be adjusted to conform to program or Faculty grades distribution profiles. Normally, grades appear on grade reports and transcripts as soon as they are submitted to the Registrar's Office.

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade

reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at:  
<http://www.registrar.yorku.ca/grades/reappraisal/index.htm>

### **Academic Integrity**

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring [Guiding Principles for LA&PS](#) and [Academic Integrity for Students](#).

**Turnitin:** To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

### **Generative Artificial Intelligence (GenAI)**

Submitting any work created (in whole or part) through the use of generative AI tools such as ChatGPT, GPT-3, DALL-E, and translation software among others, without your instructor's knowledge or permission, will be considered a violation of York University's [Senate Policy on Academic Conduct](#). Always consult with your instructor for clarity and approval on AI tool usage. Any permitted use of AI must be properly cited to ensure transparency and uphold academic standards. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

### **Accessibility**

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

### **Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate [accommodations to adherents for](#)

[observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

### **Intellectual Property**

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Conduct](#), and/or legal consequences for copyright violations.

### **Student Support and Resources**

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.