

New Product Management
AP/ADMS 4235 Section A
Fall 2025

COURSE OUTLINE

Course instructor: Pilar Carbonell-Foulquie

Office: Atkinson 238

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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: Stong College (SC) 216

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

LAND ACKNOWLEDGMENT

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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 will be available at no cost through the York Libraries web portal. Additional readings and cases are included in an e-coursepack created through the Harvard Business Publishing website. The coursepack will be available for purchase approximately one week before the start of class, and access information will be posted on eClass. The approximate cost of the coursepack is USD 20.

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:

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|-----------------------|-----|
| • Class participation | 17% |
| • Midterm exam | 20% |
| • Final exam | 20% |
| • Group project | 43% |

Class participation (17%)

Participation is a core part of your learning in this course and is assessed through two components:

1. Pre-Class Quizzes (5%)

You will complete 6 short quizzes during the term to check your understanding of core readings and case materials. These will be auto-graded and count equally toward your participation grade.

2. Weekly In-Class Participation (12%)

Your preparation, contribution to discussion, and engagement in in-class activities will be assessed weekly using a 0–4 scale. This score reflects both your readiness and your in-class performance.

Regarding the pre-class activities identified in the eclass, you do not need to submit any work; however, your preparation should be evident in how you engage with the material in class, with your peers and in group tasks.

To ensure accountability, I may randomly ask students to answer assigned prep questions (e.g., related to a reading, case, or website review) during class. These spot-checks will contribute to your participation score.

Your preparation, contribution to discussion, and engagement in in-class activities will be assessed weekly using the 0–4 scale included below. Fractional scores (e.g., 3.1, 2.5) may be used to capture nuances in your performance.

Scale to assess in-class participation

0 Absent	Student was not present for the session.
1 Minimal	Present but disengaged; little to no participation in discussion or activities; unprepared or passive.
2 Satisfactory	Participated in in-class activities; did required pre-work but made limited or surface-level contributions during class discussion; signs of preparation are unclear.
3 Good	Well-prepared; contributed relevant ideas in class or group work; demonstrated understanding of the materials.
4 Excellent	Fully prepared and highly engaged; contributed thoughtful, insightful comments; showed leadership or initiative in activities; raised the quality of class discussion or group output.

On the first day of class, you will receive a name card with your first name. Please bring this card to every class and display it clearly so I can identify you and accurately credit your participation.

To participate in class discussions, raise your hand and wait to be given the floor.

Under normal circumstances, participation grades will be posted weekly. If you wish to have your participation mark reviewed, you must email the instructor within one week of the class in question and make a clear case with supporting evidence to justify the requested change (for example, noting a specific comment you made or an activity where you contributed meaningfully that may have been overlooked).

Make-up work for missed class

Students who miss a class may make up for part of the lost participation marks by presenting a journal article related to the readings assigned for the class they missed. However, because in-class activities are designed for real-time interaction and peer engagement that cannot be fully replicated outside class, the maximum participation credit that can be regained through this make-up option is 75% of the marks for that class.

Presentations must take place within two weeks of the missed class and should not exceed 10 minutes. Students choosing to complete this assignment must notify the instructor in advance to ensure there is room in the course schedule. This option can be exercised for only two missed classes.

Presentations should use PowerPoint slides and must be emailed to the instructor beforehand. Articles must be less than two years old and sourced from one of the **following journals**: Journal of Product Innovation Management, IEEE Engineering Management Review, Research-Technology Management, Creativity and Innovation Management, R&D Management, Technovation and Harvard Business Review. All these journals are accessible through the York University Libraries web portal.

Presentations must include:

1. Summary: Provide a summary of the core arguments in the article.
2. Selection Rationale: Explain why you selected this particular article. Discuss its importance and relevance to today's NPD managers and highlight the practical implications for NPD managers.
3. Course Connection: Describe how the article links to or challenges the principles and frameworks covered in the course. This point is very important, and it is the student's responsibility to think critically and relate the article to the core concepts of the course.
4. Q&A: Students are expected to be prepared to address any questions related to the article from classmates and the instructor.

Midterm and final exams

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 project

The group project is an opportunity for students to apply and practice the design thinking process. Students, working in groups of 4-5, will progress through the three key stages of design thinking to develop and refine a new product or service concept, culminating in the creation of a comprehensive business case to support its feasibility and potential for implementation.

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 and project selection
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)

Generative AI tools are permitted as support for completing the group project, but their use must remain limited and transparent. Specifically:

- Do NOT use Generative AI to create or analyze substantial portions of the project content. The core research, analysis, and final decisions must be your team's original work.
- AI may only be used as a support tool—for example, to generate an initial draft of user interview questions, create simple prototype visuals, synthesize key points from empathy maps, or enhance the presentation quality of your team's own work.

- No major sections or deliverables may be produced entirely by AI.
- All AI-generated material must be cited, specifying which tool was used.
- You are responsible for fact-checking any AI-generated output and ensuring it is accurate and appropriate.

When submitting your project, include an AI Use Appendix detailing:

1. Which tool(s) were used.
2. How the tool was used (e.g., to brainstorm ideas, improve clarity, explain a concept, create prototype images).
3. How the AI output was integrated into your final work.
4. What your team learned from using the tool.

For any other course assignments, the use of generative AI tools is strictly prohibited. Violations will be treated as breaches of York University's Academic Honesty Policy. Assignments will be randomly checked to detect whether text was written by AI (such as GPT models) using GPTZero.

Students are reminded that while AI tools can aid learning, the primary goal is to develop independent analytical and critical thinking skills.

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.