

**MBA M724
Innovation and New Products
Winter 2025 Course Outline**

**Marketing Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This course will help you understand how innovation and new product development add value to the firm and its stakeholders. The course will discuss in depth the intricacies of innovation and new product development, and the problems faced by managers in this area. This course will equip you with the concepts, tools, methods and approaches relating to management of innovation and new product development. Active participation in this course will provide you with an opportunity to gain practical, real-world experience in the application of these tools and approaches. Further, this course will help your ability to communicate your recommendations, ideas or solutions (oral and written).

INSTRUCTOR AND CONTACT INFORMATION

Dr. Ashish Pujari, Ph.D.

Professor of Marketing

pujarid@mcmaster.ca

Office Hours: By appointment online

Teaching Assistant (TA): Rehan Khan (email: khanr137@mcmaster.ca)

Course Website: <http://avenue.mcmaster.ca>

COURSE ELEMENTS

Avenue:	Yes	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Participation:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Evidence-based:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Experiential:	Yes	Guest speaker(s):	No	Final Exam:	No		

COURSE DESCRIPTION

Innovation and new product development are keys to corporate growth and even survival. This course is about the management of innovation and new products. Topics covered include: innovation theories, innovation types, innovation diffusion, new products – idea to launch process, critical success factors & the keys to new product success; the new product process – a game plan from idea to launch; getting great new product ideas; picking the winners -- project selection & portfolio management; market information and customer input; designing the market launch plan; a new product strategy for the business. This course has a strong practical and applied orientation and is based on an executive course delivered to companies.

Course format: This course will be delivered in-person at RJC and will follow university policies and guidelines for any changes. This course consists of a combination of lectures, class presentations & discussions, class exercises and a simulation. Lectures and class discussions focus on the text/key content and reading materials, and provide the theoretical underpinnings of the course. Management problems are solved using cases and simulation, enabling students to apply knowledge learned in this course.

Global, Economic, Political and Social Perspectives: This course also takes into account the global, political and social perspectives while discussing innovation and new product launch. Companies need to pay attention to several global, economic and social trends:

- Economic Growth and Recession
- Technological (IOT, AI, ML, AR, VR, MR, etc.)
- Social and Environmental Sustainability

Key questions that we need to address include: How a firm's innovation agenda should address not just during the period of growth but also during economic downturn trends. Should companies increase their R&D budget? Should they launch more or less products during recession? Should companies increase their advertising budget? Should companies focus on radical innovation or incremental innovation? How should these strategies be different for large and small and medium size companies?

How should companies integrate new technological advances such as AI in their innovation and NPD strategies and processes? Should they mostly invest in these technologies for efficiency and productivity in their firms, or should they focus on making customer experience better? Or, both? At what cost and ROI?

Social and environmental sustainability issues include challenges such as resource efficiency, dematerialization, reduction of waste, reducing poverty, fair trade, supply chain, emissions leading to improved environmental performance and/or reduced environmental impact of new products coming to the market. How do companies integrate social and environmental sustainability issues in their innovation agenda and develop new products that address these issues? Does sustainable product innovation increase both revenue and societal well-being? How?

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

1. Understanding theoretical bases of innovation
2. Understanding innovation typologies
3. Establishing a stage-gate based new product development process in your company
4. Role of AI and generative AI in innovation and NPD
5. Formalizing a new product ideas generating process
6. Developing a sharp product definition for your future new product ventures
7. Putting in place the key metrics to measure NPD success
8. Prioritizing your projects to achieve a balanced portfolio that supports value maximization.
9. Selecting the right projects to maximize profit potential.
10. Building strong links to a robust new product strategy.

As it stands, the course is scheduled to be delivered in-person at RJC.

REQUIRED COURSE MATERIALS

Cases to Purchase:

There is no custom courseware. You are however required to purchase cases from Harvard Business School Publishing. **It is mandatory to buy ALL the cases from the link below.** Cases for the course will be assigned for each group that will be discussed in the class. **Cost: US \$73.65**

A separate case presentation schedule will be posted on Avenue. **This course requires mandatory pre-reading of the cases as a case will be discussed each week in the class as per the schedule.**

Link to purchase cases and simulation from HBS Publishing:

<https://hbsp.harvard.edu/import/1248664>

Books:

There is no required book. Learning materials for this course are based on multiple sources such as books, evidence-based research articles, business press articles, and instructor's own research and consulting experience. However, you are strongly encouraged to have access to the following books. The following two books cover a lot of content:

- Crawford, Merle and Di Benedetto, C. Anthony, *New Products Management*, 8th edition or later, McGraw Hill- Irwin McGraw Hill.

- R. G. Cooper, *Winning at New Products- Accelerating the Process from Idea to Launch*, 3rd edition, Perseus Books (paperback).

COURSE DELIVERY AND DESCRIPTION				
LEARNING ACTIVITIES	DELIVERY	Work	DESCRIPTION	PLATFORM
Case or Class Exercise Discussions	Synchronous	Individual and Group	Discussion of case studies assigned as per schedule. See Avenue	In-person
In-person Lectures	Synchronous	Individual and Group	In-person lectures on various contents in the course. See course outline on Avenue	In-person
Recorded Lectures	Asynchronous	Individual	If needed, a few recorded lectures on various contents in the course. TBA	Avenue
One Oral Presentation	Synchronous	Group	Students in groups will make a presentation on the assigned case (case presentation schedule on Avenue)- different case for each group.	In-person
Online Simulation (Back Bay Battery)	Asynchronous	Individual	Individually work on simulation, submit decisions, and submit a final report after all the decisions are submitted. See schedule in course outline	Online Simulation (Harvard Business School Publishing); Avenue
Class Participation	Synchronous	Individual	Students are expected to participate in discussions and contribute to learning	In-person
Readings	Asynchronous	Individual	Students will read and prepare cases for in-class discussions	Avenue, library, coursepack

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from preparing for your presentations, cases and assignments. All work will be evaluated both on an individual basis and group basis as required. **In group work, members will share the same grade adjusted by peer evaluation.** Your final grade will be calculated as follows:

Components and Weights

Components	Individual/ Group	Assignment: Case Report/ Write-up/ Presentation/ Simulation	Weights	Due Date: (Submit on Avenue)
Assignment 1	Group	Case Presentation*	30%	As per schedule
Assignment 2	Individual	BBB Simulation Decisions	25%	See page 7 of the course outline
Assignment 3	Individual	BBB Simulation Report	10%	See page 7 of the course outline
Class Participation	Individual	In-class Contribution (individual)	35%	Continuous
Total			100%	

Note: *One case presentation per group in the course. Each group will be assigned a different case to present. Slide deck must be uploaded on Avenue a night before the presentation day. Presentation schedule will be posted on Avenue in the second week.

CLASS ATTENDANCE: MANDATORY

IN-PERSON CLASS ATTENDANCE WITH CELL PHONE SWITCHED-OFF

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

AVENUE TO LEARN

Avenue to Learn will be used to post all announcements, lecture slides, lecture videos, links to relevant business press articles as well as for submission of assignments by students. Grades and feedback will also be posted on Avenue individually to students or groups.

Avenue: <http://avenue.mcmaster.ca>

ASSIGNMENTS FOR ASSESSMENT

Assignment 1 (Group): Case presentation on an assigned case for your group (see presentation schedule on Avenue). Submit your slide deck on Avenue a night prior to your group's presentation day.

Assignment 2 (Individual): Back Bay Battery (BBB) Simulation Decisions-
Submit simulation decisions as per schedule

Assignment 3 (Individual): Back Bay Battery (BBB) Simulation Report

Note: Guidelines for case presentation and simulation report will be posted on Avenue.

Class Participation (Individual): It is mandatory to attend classes with your name card placed on your desk so that TA can record attendance and your participation in the discussion and give credit.

Class Participation:

Instructor and TA will feel free to **cold-call** on anyone at any time. Hence, it is imperative that you prepare for each and every case and any other course material that helps you in class discussion. In general, contributions are evaluated in an ascending order from physically but not mentally present, to good cheap shots, to quite substantial comments, to case cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using **air-time** involves an obligation to actually contribute. None of us has time for recitation of case facts, bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always answer the question **so-what?** Participation will **NOT** just be graded by counting each contribution a student makes. Participation will also be graded by examining the quality of contributions in each class.

Important Note on Class Participation Grading: Make every attempt to attend each class. Not in class- no marks! It is acknowledged that there would be emergencies (e.g. occasional sickness, family health emergency, car breakdown, job/co-op interview that can't be rescheduled, etc.) when you would not be able to attend the class. Due to emergencies, you are allowed to miss a maximum of two (2) classes in the term- no questions asked (just inform our TA). Your grades for the missed class will be proportionately graded based on your class participation grades for the whole course. Beyond 2 allowed missed classes due to emergencies, no marks will be awarded for any additional missed class, and no discussion/pleading will be entertained. You will receive **zero** mark for any additional missed classes. Credit given for your class participation performance for any given week is not carried to any other week. Each week has equal but separate maximum class participation marks. Class participation grading starts from week 2.

STRATEGIC INNOVATION SIMULATION: BACK BAY BATTERY V3:

In this simulation, you will step into the role of President at Back Bay Battery, Inc., the battery division of a billion-dollar consumer electronics manufacturer. You will have to apply strategic innovation thinking to sustain Back Bay Battery's leadership position in the market as new technologies emerge and the competitive landscape heats up. This will provide opportunities to apply your theoretical understanding, make strategic decisions under uncertainty and based on data analysis, and learn as the competitive dynamics change.

Background Reading on Company and Simulation: On Avenue

Simulation Decision Submission Days:

Submit decisions on the online simulation platform.

Decision 1: February 12, 2025 (by 11.59 pm)

Decision 2: February 26, 2025 (by 11.59 pm)

Decision 3: March 5, 2025 (by 11.59 pm)

Decision 4: March 12, 2025 (by 11.59 pm)

Decisions 5, 6, 7 and 8: Any time between March 17 and March 31, 2025 (by 11.59 pm).

Report on Simulation: April 9, 2025 (by 11.59 pm) (submit on Avenue)

Assessment of Simulation Work (out of 35 marks):

1. Company Performance (in cumulative profits): **Max marks 25**. Top 3 students on the leaderboard: 25 marks (plus bonus); Next 6: 24; Next 6: 23; Next 6: 22; Next 6: 21; rest: 20.

2. Report: **Max Marks 10** [5 pages max (excluding appendices) on performance analysis and personal reflection- lessons learned].

3. Late Decision Submission Penalty: (deduction of 1 mark per day in delay).

EXAMS

There is no mid-term or final exam in this course.

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	POINTS
A+	90 - 100	12
A	85 - 89	11
A-	80 - 84	10
B+	75 - 79	9
B	70 - 74	8
B-	60 – 69	7
F	00 - 59	0

Calculator:

The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/examinationindex.html>

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

All courses use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO (Student Experience Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO (Student Experience Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this

deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.

- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO (Student Experience Academic Office) ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The

Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA M724 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**MBA M724
Innovation and New Products
Winter 2025- Course Schedule
Wed 11.30 am- 2.20 pm**

Wk	DATE	LECTURES AND ASSIGNMENTS
1	Wednesday January 8	<p>Introduction to the Course</p> <ul style="list-style-type: none"> • Innovation and New Products: Understanding innovation and new products/services typologies, NPD process • Simulation: Introduction • Assignments and Assessments • Teams (groups) formation: Final group details are due by <u>5.00 pm on Wednesday, January 15, 2025.</u> You are required to submit your group’s details to TA via email. (Group formation template will be posted on Avenue in week 1). <p>Supplementary Readings:</p> <ol style="list-style-type: none"> 1. Merton, Robert C (2013), Innovation Risks, <i>Harvard Business Review</i>, April, pp. 48-96. 2. Paul J. H. Schoemaker, Sohvi Heaton, and David Teece (2018), Innovation, Dynamic Capabilities and Leadership, <i>California Management Review</i>, Vol. 61(1): 15–42. 3. Bala Iyer and Thomas H. Davenport (2008), Reverse Engineering Google’s Innovation Machine, <i>Harvard Business Review</i>, April.
2	Wednesday January 15	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Theories and frameworks of Innovation: Diffusion of innovation <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Rogers, E. M. (1995) ‘Diffusion of innovations’, 4th edn, The Free Press, New York, p. 262. • Moore, G. A. (1994) ‘Crossing the chasm’, HarperCollins, New York. <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Discussion: Four Products- Predicting Diffusion (in HBS Publishing coursepack)

3	Wednesday January 22	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> New Product/Service Development Process (Stage-Gate Process): PART-1 <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Case discussion: Acme Soda Pop (to be given in the class) <p>Supplementary Readings:</p> <ul style="list-style-type: none"> Mariello, Alissa (2007), The five stages of successful innovation, <i>MIT Sloan Management Review</i>. Spring, Vol. 48 Issue 3, p8-9
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4	Wednesday January 29	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> New Product/Service Development Process (Stage-Gate Process): PART-II Agile Framework and AI in NPD <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> A. Brem, F. Giones and M. Werle, (2023), "The AI Digital Revolution in Innovation: A Conceptual Framework of Artificial Intelligence Technologies for the Management of Innovation," in <i>IEEE Transactions on Engineering Management</i>, vol. 70, no. 2, pp. 770-776, Feb.
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5	Wednesday February 5	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> Network externalities in innovation <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Case Presentation/Discussion
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6	Wednesday February 12	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> Incumbent’s advantage or curse Leapfrogging, Cannibalization and Survival during disruption <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> Malnight, Thomas W.; Buche, Ivy (2022). The Strategic Advantage of Incumbency, <i>Harvard Business Review</i>. Jan/Feb, Vol. 100 Issue 1, p43-48
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Midterm Recess: February 18-21

<p>7</p>	<p>Wednesday February 26</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Pioneer’s advantage • What it takes to have long term market leadership? <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Kennedy, Brendan (2020), How I did it- Tilray’s CEO on becoming the first mover in a controversial industry, <i>Harvard Business Review</i>, March-April, pp
<p>8</p>	<p>Wednesday March 5</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Sources of Innovation: Manufacturer, customer-centric and open & closed innovation; outsourcing for innovation; • Collaboration for innovation <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Lance A. Bettencourt and Anthony W Ulwick (2008), The customer-centered innovation map, <i>Harvard Business Review</i>, May. • Boudreau, Kevin J and Lakhani, Karim R (2013), Using crowd as an innovation partner, <i>Harvard Business Review</i>, April, pp. 60-69. • Customers as innovators: A new way to create value, <i>Harvard Business Review</i>; Boston; Apr 2002; Stefan Thomke; Eric von Hippel; pp, 74-81
<p>9</p>	<p>Wednesday March 12</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Concept Generation and New Product Ideas: Methods and Approaches • Concept Testing and Evaluation: Tools and Techniques • Role of AI in ideation and testing <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Coyne, Kevin P., Clifford, Patricia Gorman and Dye, Renee (2007), Breakthrough Thinking from Inside the Box, <i>Harvard Business Review</i>, December, pp. 71-78. • Turn customer input into innovation, <i>Harvard Business Review</i>; Boston; Jan 2002; Anthony W Ulwick, pp 91-97

<p>10</p>	<p>Wednesday March 19</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • New Product Portfolio Management: Methods and Models <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Day, George S. (2007), Is it real? Can we win? Is it worth doing? <i>Harvard Business Review</i>, December, 110-120.
<p>11</p>	<p>Wednesday March 26</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Design Thinking and Role of Product Design in Product Innovation <p>Synchronous Learning: Case Presentation/Discussion</p> <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • How Indra Nooyi Turned Design Thinking into Strategy. <i>Harvard Business Review</i>, Sep 2015, Vol. 93, Issue 9
<p>12</p>	<p>Wednesday April 2</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Commercialisation, New Product Launch and Digitalization <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Anthony, Scott D., Cobba, Paul, Nair, Rahul and Painchaud, Natalie (2019), Breaking Down the Barriers to Innovation, <i>Harvard Business Review</i>, November-December, pp 92-101
<p>13</p>	<p>Wednesday April 9</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Part A: Corporate culture for innovation: Capabilities, climate, structure and champions • Part B: New product innovation performance: Metrics and measurement <p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Case Presentation/Discussion <p>Supplementary Readings:</p> <ul style="list-style-type: none"> • Jeffrey Cohn, Jon Katzenbach and Gus Vlask (2008), Finding and Grooming Breakthrough Innovators, <i>Harvard Business Review</i>, December. <p>A debrief on Simulation</p>

ABOUT THE INSTRUCTOR

Dr. Ashish Pujari, Ph.D. is a Professor of Marketing at DeGroot School of Business, McMaster University. He has been teaching this course for too many years. He has extensive experience of teaching in UG, MBA (full-time, part-time, BLPT), executive MBA, PhD and DBA programs around the world. At McMaster University, he was nominated twice by MBA students for teaching awards. He has also served as an associate graduate faculty at the Institute of Management and Innovation, University of Toronto, and has been teaching in their MSc in Sustainability Management program for the past 10 years.

A Commonwealth Scholar (1993-1996), Dr. Pujari has been investigating new product, service and business model innovation as well as sustainability issues in organizations at international level for three decades. His research investigates how companies integrate sustainability issues in business strategy, marketing and new product innovation as well as understanding the process of developing radically new green products. His research experience stems from his projects in countries such as United Kingdom, Germany, Spain, Italy, Canada and India. His research on green NPD in the UK was endorsed by the Environment Unit of Confederation of British Industry (CBI), London. He has published over 50 articles in journals, book chapters and conference proceedings. His research in innovation in the areas of product, technology, service and sustainability has been published in leading academic journals such as *Journal of Product Innovation Management*, *Journal of Academy of Marketing Science*, *Industrial Marketing Management*, *Journal of Business & Industrial Marketing*, *Decision Support Systems*, *Journal of Business Ethics*, *Technovation*, *Journal of Business Research*, *Business Strategy and Environment*, and *Sustainability*, and has won scholarly awards including a nomination for faculty research excellence award. He has also received significant research funding from prestigious sources such as SSHRC, Canada and ORDCF (Ontario Research & Development Challenge Fund), Ministry of Research and Innovation-Ontario Research Fund-Research Excellence (ORF-RE), Industrial Research Assistance Program (IRAP), and has also served as an adjudication committee member and as a reviewer for SSHRC, Canada, ESRC, UK and NWO-Dutch Research Council. He works closely with industry participants in his research. He has advised several large and small companies. He was also a founding Director of Sustainable Hamilton (now Sustainability Leadership), a non-profit social enterprise. He regularly supervises doctoral and masters students.

An avid sports enthusiast who represented his university teams in swimming and water-polo can now be found on a tennis court.