INTRODUCTION

New products and services are vital to the success of all companies and their brands. However, innovation is risky and most new products fail in the marketplace. Very often, ineffective marketing is the primary cause of new product failures.
Marketing text sources claim that the new product failure rate approaches 80% which varies depending on industry. The financial impact to the economy is significant as an estimated 22,000 new products are introduced into US markets each year. Major reasons cited for failure of new products include:

- “Inadequate market analysis” -- Conference Board Study
- “Inadequate market research” -- Angelus Study
- “Misjudged marketing conditions” -- Study by Buzzel and Nourse
- “No price or performance advantage” -- Harvard Business Review study

Therefore the reasons for most failures are due to marketing mistakes. Yet there are marketing problems that occur even if the product is designed to adequately satisfy a recognized consumer need. Failure can be due to poor product positioning. When 7-Up was positioned as an "uncola" sales rose dramatically. The public was told that it was an alternative to cola soft drinks and it was not just a mixer to be used with scotch. In addition to positioning, other problems include: inadequate resources, lack of senior management support and poor strategy/execution according to Industryweek’s The Value Chain.

The most expensive new product failures include:

- Iridium global cell phone ($1 Billion plus),
- Webvan ($1 Billion),
- RJR’s Smokeless Tobacco product ($1 Billion),
- RCA SelectaVision ($590M),
- General Dynamics Corvair intermediate range jet ($425M),
- Ford Edsel ($359M in 1959 $),
- Time’s TV Cable Week ($100M),
- IBM PC Jr ($100M).
There are also successful new products many of which significantly changed life for the better including just a few in history from A - D:

- Agriculture: tractors, cotton gins, reapers, plows, plant patents and more
- Airplanes/ Aviation
- Assembly line
- Horseless carriage which led to the Automobile
- Bakelight which was later led to plastics

- Barcodes
- Battery
- Bic Pens
- Calculators
- Cameras
- Cardiac Pacemaker
- CRT
- CAT Scans
- Cell Phones
- Clocks
- Combustible Engine
- Compass
- Computer
- Condoms
- Contact Lenses
- Cray Supercomputers
- Detergents
- Diesel
- Digital Cameras
- Diving equipment
- DVD

Thus, expertise in the marketing and design of new products is a critical skill for all managers, inside and outside of the marketing department. In this course, we focus on the tools and techniques associated with analyzing market opportunities and then designing, testing, and introducing new products and services. Both quantitative and qualitative approaches are covered. In particular, the course covers the new product development process, market entry strategies, how to generate new product ideas, mapping customer perceptions, segmentation, product positioning, forecasting market demand, and product design. The course emphasizes how to incorporate consumers, customers and competitors into all of these aspects of the company’s new product development. It is intended for students who are interested in working on new product innovations, both in entrepreneurial firms and in established companies.
COURSE OBJECTIVES

1. To understand the new product development process.
2. To learn how to integrate the customer and knowledge of the customer into this process.
3. To learn and apply concepts and tools appropriate for new product development analysis.
4. To develop specific recommendations and actions plans for companies facing difficult decisions about bringing new products to market.
5. To go through the new product development process by conceiving and developing your own new product or service.

PREREQUISITES

Marketing Concepts B01.2310 & Corporate Finance B40.2302.

While not a prerequisite for the course, it is recommended that students complete the: (1) Accounting Core, (2) Business Strategy as well as (3) Consumer Behavior prior to taking New Product Design & Marketing.

READINGS

Required Books

Packet of Cases and Articles.


*New Product and Brand Management: Marketing Engineering Applications* by Gary Lilien and Arvind Rangaswamy. Please note: the readings and assignments in this book will be done in teams.

Optional Books

Either book is useful for background information, but I don’t expect you to buy them.


**Outside Readings:**

During the semester, we will discuss relevant articles from the *Wall Street Journal, New York Times, The Economist* and *BusinessWeek*. These articles will relate current events to the concepts taught in class. I encourage you to bring relevant articles to class too.

**GRADING**

Your course grade is based on the following components:

- Team-based Case Exercises (4): 30%
- Team Project: Presentation 15%
- Report 30%
- Class Participation 25%

**Policy for reconsidering grades.** If you believe that a mistake was made in grading your assignment, please give me a written explanation along with the original assignment. Since your grade reflects an overall judgment about the quality of your assignment, I will re-evaluate the entire assignment rather than just re-consider one aspect of it.

**COURSE CONTENT**

The course uses a combination of:

1. Lectures
2. Cases (four cases will include exercises)
3. Team project
4. Class discussion.

**1. LECTURES**

Lectures will introduce new tools, frameworks, and concepts that are important for conducting a thorough analysis. These lectures will be interactive, so be prepared to contribute quality content to the overall class learning as well as ask and answer questions.

*Lectures are NOT a replacement for complete advance preparation of required reading and case assignments.*

**2. CASES**

Cases are descriptions of real-world business situations that provide opportunities to define and develop new product strategies. Case analyses will illustrate how new product concepts and tools apply to these complex situations. Analyzing cases promotes your decision-making capabilities by developing a process of thinking. *Typically, there is no single “right” answer to a case, but there are many weak answers resulting from inadequate analysis.* Case discussions also provide opportunities to develop your communication skills. Your contribution to each case discussion will be evaluated immediately after each class.
**The success of our case discussions is largely up to you.** Good case discussions involve interactions among students. Case discussions are based solely on the material presented in each case. Please do not collect any post-case information. Our emphasis will be on the decision-making process at the time of the case rather than on the decision outcome. Since managers must constantly make decisions without all the information they desire, being able to make decisions under these circumstances is a critical skill.

In our discussions, the roles of professor and students are crucial, but very different. My role is to facilitate the discussion, rather than to direct the discussion in a predetermined direction. You (collectively) must raise the relevant issues. I will make sure that all opinions and recommendations have a chance to be raised. Then, I will help the class synthesize the different perspectives and form a framework for decision-making. I will share my views at the end of each case. However, it is important to remember that the purpose of case analysis is not to determine right and wrong answers (except for some of the quantitative analysis, where there will be right and wrong answers). The validity of any recommendation rests on its logic and incorporation of all relevant facts from the case.

In preparing cases, assume that you are a marketing manager or outside consultant who has been given responsibility for the situation described in the case. Do not focus solely on a description of the facts in the case, rather focus on the following three factors: (1) statement of the problem(s) or decision(s) to be made; (2) description of your decisions or recommendations; (3) supporting logic and analyses. Your recommendations should be based on quantitative and qualitative analysis of case data. Your analysis should anticipate potential objections to your recommendations and illustrate its superiority over alternative recommendations.

**Case Preparation**

1. Skim through the case to understand the basic setting and framework. This will help you to assimilate the facts of the case when you read it.

2. Review and analyze all tables and figures.

3. Now read the case and begin to analyze it qualitatively and quantitatively. Analyze the 5 C’s: Category, Competition, Company, Customer & Consumer.

   Generate insights and implications. What are the key issues? What are the alternative strategic (and/or tactical) alternatives? Which do you recommend and why? Be sure to come to class with a justification for your recommendation.

4. Now with a reasonably good understanding of the situation, you should reread the case to incorporate important details that will impact your analysis.

5. In preparing the cases, don't look for a single right answer. Each case will raise a number of issues that need to be evaluated. A good recommendation is one that is based on solid analysis, considers multiple courses of action, and integrates its individual elements.
Note: If you are unable to attend a case discussion and would like to receive some participation credit for your analysis, please give me a write-up of your analysis prior to our class discussion. This write-up should be more detailed than the brief case write-ups (see next page).

Hierarchy of Contribution Quality
1. Agreeing with someone else’s statement.
2. Describing events in the case.
3. Demonstrating an understanding of the situation/problem in the case.
4. Explaining events in the case and recommending solutions based on analysis of relevant data.
5. Relating your explanations and recommendations to knowledge developed from readings, lectures, and previous discussions.

Case Assignments

Exercises (Team Assignments)
All teams will turn in exercises for the following cases: Conglomerate’s New PDA, Positioning the Infiniti G20, Forte Hotel Design, and Johnson Wax. These assignments provide hands-on experience working with tools that are important in new product development. Some or all of these tools should be applied to your team project too. The exercises for these cases are in the book, *New Product and Brand Management*.

Brief Case Write-ups (Individual Assignments)
For four of the cases, please submit a short write-up (less than one page, double-spaced) describing the 2-3 key issues in the case, your specific recommendations for dealing with these issues, and the results of your analysis that supports your recommendations. These write-ups should be done individually. You may discuss them with your group members prior to writing them up. But each of you should prepare your own write-ups. You may choose any four of the following cases: Airbus, DuPont Kevlar, Innovation at 3M, Aqualisa Quartz, Zenith HDTV, and GolfLogix. The objective of these write-ups is to formalize your recommendations prior to discussing the cases. This leads to more lively discussions and more active learning during class discussions. These assignments will be graded satisfactory or unsatisfactory. I expect that every reasonable attempt at these assignments will be judged satisfactory. You can assume that it is, unless I return it to you. Completion of these assignments is worth 40% of your class participation grade (or 10% of your total course grade).

3. TEAM PROJECT

New product development is almost always the result of a team effort. Therefore, the ability to work in teams is critical to new product success. Similarly, it will be critical to your success in this course. You should begin to form teams as soon as possible (four to five members are recommended). Quantitative case exercises and your semester-long new product development project will be done with these teams.

The new product development project will involve a lot of research and teamwork. Your research will likely involve both primary and secondary data collection as well as statistical analysis of that data. I want you to be as creative as possible in terms
of generating ideas, developing support for your idea, and preparing a plan for marketing your new product or service.

**All projects must be approved by the professor (New Product Proposals are due on May 22).**

In determining the grades for your project report and presentation, I will give some consideration to both peer evaluations and feedback from industry experts. An expert will attend the presentations of your projects.

More information about the specific requirements for this project will be handed out throughout the semester.

The greatest cause of disappointing team assignments is the inability to coordinate work effectively. Some ways to prevent this occurrence are:

1. Choose team members who can meet at times that are convenient for other team members.

2. Take notes of your meetings so your decisions and assignments are clear.

3. Plan sufficient time to discuss your analyses, make decisions, and prepare the final report.

I am available to help resolve team conflicts, but the primary responsibility rests with the team members. Teams are entitled to issue a written warning to any student who is not contributing fairly or constructively. This warning should state the problems and list specific steps to resolve these problems. All other members of the group should sign the warning and you should give a copy to me. At the end of the semester, you will have the opportunity to evaluate the relative contribution of your team members. When problems cannot be resolved with a team member, the other team members can expel this member by unanimous vote. If you are expelled from your team, you will need to complete all assignments individually.

**4. CLASS DISCUSSION**

The best learning experiences occur when students participate actively. You must be prepared to discuss all assigned readings and cases. Your comments should reflect a depth of understanding indicative of thorough analysis (including number crunching) and most often discussions with other students prior to class. You should be prepared to articulate and defend your position when called on to do so. **Active participation of all students is required with quality and frequency of comments being more important than duration of each comment.** The ability to speak comfortably to a group is a vital business skill. If you are anxious about public speaking, the only way to get better is to practice. The best way to reduce your anxiety is to be thoroughly prepared.

These are the elements I will consider in evaluating your participation:

1. Are you a good listener?
2. Do you contribute to the learning environment by sharing your relevant business experiences and those you read about?
3. Do your comments show evidence of thorough analysis?
4. Do you ask constructive questions of other students that help to deepen everyone's understanding?
5. Do you distinguish between different kinds of data (i.e., facts and opinions)?
6. Are you willing to share ideas and information in a collegial fashion?
7. Are you willing to test new ideas, or are all comments "safe" (e.g., a repetition of the case facts without new insights)?
8. Are you willing to interact with your classmates to help refine ideas?
9. Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
10. Do your comments incorporate concepts presented in lectures, readings, and earlier cases?
11. Do you contribute insights and implications vs. data gurgitate?
12. Do you make your points succinctly?

**Rules of Class Discussion**

Putting down legitimate comments (those not intended to be humorous) is not acceptable. Everyone's input, if not repetitious, must be considered valuable and encouraged. Feel free to question or disagree with other students, however, such disagreement must be based on the idea and not the person. Respect for your fellow students is the *sine qua non* of great discussions and great learning experiences.

**ADMINISTRATION**

You should attend all class sessions, complete all readings before class, and hand in all assignments at the beginning of class. Late assignments will be downgraded. Please minimize disturbances during class, i.e., talking, arriving late, leaving early, using your computer for non-class business etc.

**Attendance:** Much of the learning in this course occurs in the classroom. Whenever you know in advance that you will miss a class, please let me know. If you miss class, you should get notes from two students to make sure that you do not miss any important material. Please note that I have a "no excuses" policy; that is, I only note whether you are in class, not why you are not there. I do allow a free absence, though; see below.

Therefore, if you are in class BEFORE the start of class (I start on time) and you stay through the end (I also end on time), you get full credit for that day. You have one free absence that you should use for EMERGENCY purposes, such as jury duty, surgery, funerals, and other such major events. You can simply send me email saying you are using your free absence and submit your case memo. Please note that absences may not be used for sessions in which we have a guest speaker out of courtesy to our executives who have spent significant time and may have traveled long distances to visit us.

If you feel that you cannot attend just about every class (for example, if you have to attend interviews during class time or you have heavy job commitments), please take another class that is more lecture-oriented.
Changes: Deviations from the syllabus may be necessary.

Teaching Assistant: TBD will be your primary contact to assist you with the Marketing Engineering cases and team project.

A Reminder on Personal Ethics and Responsibility:

A major facet of managerial life is the nexus of trust that knits together superiors, subordinates and peers within an organization, suppliers and customers in the marketplace. It is also central to the relationship between professor and student and among students.

We expect that all of the work in this course is to be the work of the individual or the team, as defined by the assignment. It is contrary to the NYU Code of Conduct for any individual to (1) solicit, receive, read, or review the written work product (final papers, notes, slides, etc.) of any current or former member of this course and (2) to solicit or receive input with respect to any case or other assignment from any source.

Your continued presence in this course indicates your acceptance of this responsibility and the consequences that violations will incur.
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<td><strong>Course Introduction and Opportunity Identification</strong></td>
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<td>AM</td>
<td>Course and Project Review</td>
<td>Your favorite new product development &amp; marketing</td>
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<td>List of 5 new product concepts</td>
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<td>PM</td>
<td>Opportunity Identification: Market Definition</td>
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<td>Market Segmentation</td>
<td><em>Will and Vision: Foreword, Preface, Chapters 1 and 2</em></td>
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<td><strong>Pioneering the Infiniti G20 (Marketing Engineering)</strong></td>
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<td><em>Analyzing Consumer Preferences</em></td>
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<td>Zenith HDTV (Case Packet and Marketing Engineering)</td>
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<td>New Product Project Presentations</td>
<td><strong>Formal Presentation &amp; New Product Reports Due</strong></td>
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General Case Study Questions

Airbus A3XX: Developing the World’s Largest Commercial Jet

1. Why is Airbus interested in building the A3XX? What are its objectives?
2. How many aircraft does Airbus need to sell in order to break even on its investment? Is this number greater or less than your estimate of total demand for very large aircraft (VLA) over the next 20 years?
3. As Boeing, how would you respond to this situation? How does your answer depend on what you think Airbus is likely to do?
4. Should Airbus commit to build the A3XX? How many orders should Airbus have before committing to develop the plane?

Du Pont Kevlar Aramid Industrial Fiber

1. Develop a reverse income statement by starting with the desired profit and working back to revenue. Then consider the necessary pricing and DuPont’s required share of the market. What assumptions are necessary for achieving a desirable financial outcome? Is DuPont worrying about the most important things?
2. Why do you think the executives of DuPont are targeting the tire cord market with this massive investment?
3. If you were responsible for commercializing Kevlar, and knew only what Swank knew at the time of the case, what sort of project plan would you formulate and implement?

Innovation at 3M Corporation

1. How has 3M’s innovation process evolved since the company was founded? Why, if at all, does 3M, known as a “hothouse” of innovation, need to regain its historic closeness to the customer?
2. How does the Lead User research process differ from and complement other traditional market research methods?
3. Has the Medical-Surgical team applied the Lead User research process successfully? Why or why not?
4. What should the Medical-Surgical Lead User team recommend to Dunlop: the three new product concepts or a new business strategy? What are the risks to the new Lead User process at 3M? What are the risks to the Medical-Surgical business unit?

Aqualisa Quartz

1. What is the Quartz value proposition to plumbers? To consumers?
2. Why is the Quartz shower not selling?
3. Aqualisa spent three years and €5.8 million developing the Quartz? Was the product worth the investment? Is Quartz a niche product or a mainstream product?
4. Aqualisa currently has three brands: Aqualisa, Gainsborough, and ShowerMax. What is the rationale behind this multiple brand strategy? Does it make sense?
5. What should Rawlinson do to generate sales momentum for the Quartz product? Should he change his marketing strategy to target consumers directly, target the DIY market, or target developers? Should he lower the price of the Quartz? Or should he do something different altogether?
Zenith: Marketing Research for HDTV

1. What should Bruce Huber do? (i.e., what should he recommend to CEO Jerry Pearlman in terms of Market Research for HDTV now and later?)
2. How do you see the situation Zenith is facing? Will HDTV be an uphill battle or a boost for the company (industry)?
3. Is HDTV an innovation? What are the relative advantages and risks of adopting HDTV? Will consumers perceive it to be an innovation? Who will be the early adopters of HDTV?
4. Should Zenith undertake the Aspect Ratio Study? If so, when and what should be the research design? (i.e., should there be any modifications to the proposal?) What are the pros and cons of the existing proposal?
5. How should one assess the market potential for HDTV?
6. What is the market potential for HDTV based on the history of similar innovations? How can customer behavior for color TV help assess the market for HDTV?
7. How should one define scenarios for an optimistic, a most likely, and a pessimistic scenario for HDTV demand from 1992-2000?
8. What are the demands under these scenarios?
9. What is the role of marketing research for innovative high-tech consumer durable innovations?
10. What are the pros and cons of the other proposals for HDTV research?
11. What input from Market Research can help formulate strategy for introducing HDTV?

GolfLogix

1. How does the xCaddie create value? Is it compelling?
2. What is the market potential for the GolfLogix devices?
3. What are the advantages of going through the golf courses? Through retail channels?
4. If you could only choose one of the two channels, which would you choose?
5. Given the option of selling through both channels, what would you do?
MARCO PROTANO
Associate Professor of Marketing
Stern School of Business
New York University

Education
M.B.A., University of Virginia’s Darden School
B.S.B.A., Northeastern University

Academic Experience
Joined Stern School in 1999
Previously taught at Northeastern University for 7 years

Professional Business Experience
Eighteen-year track record achieving quantifiable results within Fortune 100 and Entrepreneurial environments.

Core Competencies:
- Brand Building & Re-Positioning
- New Product Development
- Consumer Behavior Analytics
- Business Launch & Growth
- Strategic & Tactical Planning
- Team Building, Training & Mentoring

1) Creating quantifiable brand equity for Fortune 100 & Middle Market clientele...
Strategic brand development consultant focused on creating client value via three practice specialties: (1) competitive marketing & brand strategy development, (2) innovative product design, as well as (3) integrated on- & off-line marketing mix planning. Developed robust practice based on high tech, services and CPG clientele.

2) Built a market-driven business from the ground up...
VC-funded, “clicks and bricks” exclusive distributor and retailer of sophisticated audio and video equipment.

2) Developed and managed CPG and B2B brands for Fortune 100s...
Marketing Manager – BRISTOL MEYERS SQUIBB, INC. Stamford, CT 1995 to 1998
Clairol Health & Beauty Aid Division. Responsible for new product development and launch, brand repositioning and category management within Professional division.

Associate Product Manager – NABISCO, INC. East Hanover, NJ 1994 to 1995
Recruited to three-person, high-visibility, brand management team responsible for all Snackwell™ product lines, including launching snack crackers, brownies and cookies.

3) Established core skills of quantitative analysis, value-creation and B2B marketing...
Assistant Vice President – BANK OF BOSTON Boston, MA 1986 to 1992
Fast-track career-path: Trainee to Relationship Manager to AVP in five years. Analyzed and created customized solutions to satisfy financing needs of new and high growth ventures. Also, part of team which developed The Business Edge Line of Credit and Suite of Banking Services.
Please submit by last class

**New Product Design & Marketing Team Evaluation**

**Team Name:** ________________________

Please evaluate all team members. Your evaluations will be held in strict confidence.

In the space below, please fill in the names of your team members (including **yourself**) and record your evaluation of each. Please sign and return to me in person or in a sealed envelope after your final report is complete.

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<th>Example Member</th>
<th>Individual Team Members</th>
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<tr>
<td>Name:</td>
<td>Alvin Tryd</td>
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**Performance Criteria:**
(see scale to rate below)

- Overall Contribution: 4
  - (Quality & Quantity)
- Creativity: 3
- Strategic Analytical Input: 3
- New Product Applied Knowledge: 5
- Cooperation with Team Members: 4
- Communications Effectiveness: 4
- Initiative: 2
- Meeting Deadlines: 3

**Scale:**
- Exceeds Expectations =>5
- Meets Expectations, Sometimes Exceeds =>4
- Meets Expectations =>3
- Sometimes Meets Expectations =>2
- Doesn’t Meet Expectations =>1
- No Performance Exhibited =>0

**Qualitative, Fact-based Feedback:**

Signature ______________________________
Please submit in Session 1

**STUDENT INFORMATION SHEET**

Name: ______________________________

Preferred First Name (if different): ______________________________

Major(s): ____________________________

Please list your current or previous employer and briefly describe your work.

Please list the marketing courses you have already taken.

Why are you taking this course and what do you hope to learn?
Please submit one copy per team in Session 1

**TEAM MEMBERSHIP ROSTER**

1. NAME 
   HOME OR CELL #
   EMAIL ADDRESS

2. NAME 
   HOME OR CELL #
   EMAIL ADDRESS

3. NAME 
   HOME OR CELL #
   EMAIL ADDRESS

4. NAME 
   HOME OR CELL #
   EMAIL ADDRESS

5. NAME 
   HOME OR CELL #
   EMAIL ADDRESS
Please submit in Session 1

**Team Check List**

- 1. Team Membership Roster Submitted?

- 2. Team Membership Roster copy made for self?

- 3. Appointed interim team captain to obtain meeting room and communicate to team members.

- 4. Set first team meeting as well as set schedule for regular meetings.

- 5. Agreed as team to notify each other and act if individual performance is not up to group's standard?

- 6. Agreed individually that non-performing team members may be expelled from team based on unanimous vote of remaining team members?

- 7. Individually agreed that Team's Goal is excellence in all aspects -- process, personalities, presentation, and performance?

Reviewed and agreed this ____ day of June, 2004 and signed by each team member below:

______________________________     __________________________

______________________________     __________________________

______________________________     __________________________