MKTG3526 Innovation and New Product Development

GENERAL INFORMATION
Instructor: Dr. Michael He JIA
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Phone: 3917 8309 (Office)
Consultation times: TBD
Tutor: N/A
Course website: N/A
Other important details: N/A

COURSE DESCRIPTION
This course aims to help students gain an overall understanding of how to develop and manage innovations and new products. The course introduces theories of diffusion of innovations, determinants of successful and unsuccessful new products, and consumer perceptions of innovations and new products at different levels of innovativeness. Building on these theoretical perspectives, the course further introduces a systematic new product development (NPD) process from idea generation to commercialization and analyzes how the NPD process should be adapted according to different levels of product innovativeness. Students will learn and apply qualitative and quantitative techniques related to innovation and new product development and management in this course.

Pre-requisites: MKTG 2501 Introduction to Marketing
Co-requisites: N/A
Mutually exclusive: N/A

COURSE OBJECTIVES
Students will learn how to develop a systematic perspective for generating and evaluating new product ideas and concepts and predicting the success of innovations and new products. They will apply theoretical frameworks about innovation and new product development to real-world business issues through lectures, case studies, and group projects.

FACULTY LEARNING GOALS (FLGs)
FLG1: Acquisition and internalization of knowledge of the programme discipline
FLG2: Application and integration of knowledge
FLG3: Inculcating professionalism
FLG4: Developing global outlook
FLG5: Mastering communication skills
FLG6: Cultivating leadership

COURSE LEARNING OUTCOMES (CLOs)

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Learning Goals (FLGs)</th>
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<tbody>
<tr>
<td>CLO1: Gain a systematic understanding of the new product development process</td>
<td>FLG 1, FLG 2</td>
</tr>
<tr>
<td>CLO2: Learn about the best business practices in new product development across countries</td>
<td>FLG 1, FLG 3, FLG 4</td>
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<tr>
<td>CLO3: Generate and evaluate new product ideas and concepts</td>
<td>FLG 2, FLG 3</td>
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<tr>
<td>CLO4: Design a full product mix for new product launch activities</td>
<td>FLG 2, FLG 3, FLG 6</td>
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<tr>
<td>CLO5: Apply theories and various analytical tools to managerial issues related to new product development</td>
<td>FLG 2, FLG 3</td>
</tr>
<tr>
<td>CLO6: Master communication skills through group discussions, oral</td>
<td>FLG 5, FLG 6</td>
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<tr>
<td>Course Teaching and Learning Activities</td>
<td>Expected Study Hours</td>
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<tr>
<td>----------------------------------------</td>
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<tr>
<td>T&amp;L1: Lecture</td>
<td>36 hours</td>
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<tr>
<td>T&amp;L2: Case Study and Analysis</td>
<td>24 hours</td>
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<tr>
<td>T&amp;L3: Group Project and Presentation</td>
<td>24 hours</td>
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<tr>
<td>T&amp;L4: Self-study</td>
<td>36 hours</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>120 hours</strong></td>
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<tr>
<th>Assessment Methods</th>
<th>Brief Description</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
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<tbody>
<tr>
<td>A1: Short study reports</td>
<td>Short individual-based study reports</td>
<td>20%</td>
<td>CLO1, CLO2, CLO5</td>
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<tr>
<td>A2: Test</td>
<td>Multiple choice and short answer questions</td>
<td>45%</td>
<td>CLO1, CLO2, CLO5</td>
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<tr>
<td>A3: Group Project</td>
<td>Group-based written report and presentation</td>
<td>25%</td>
<td>CLO3, CLO4, CLO6</td>
</tr>
<tr>
<td>A4: Class Participation</td>
<td>In-class discussions and quizzes</td>
<td>10%</td>
<td>CLO5, CLO6</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Coursework / Examination Ratio: 55% / 45%

STANDARDS FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Course Grade Descriptors</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+, A, A-</td>
<td>Candidate has consistently demonstrated a thorough grasp of the subject as evidenced by original or exceptionally astute analysis and synthesis</td>
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<tr>
<td>B+, B, B-</td>
<td>Candidate has frequently demonstrated a substantial grasp of the subject</td>
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<tr>
<td>C+, C, C-</td>
<td>Some of the responses are well organized, clear but with insufficient elaboration</td>
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<tr>
<td>D+, D</td>
<td>Solutions to questions and problems contain unstructured but relevant observations, and are marginally interesting</td>
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<tr>
<td>F</td>
<td>Candidate has shown little evidence of basic familiarity with the subject</td>
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Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

Assessment Criteria for Study Report

A+, A, A-  Clearly identify the issues in the provided article; all analyses and solutions are well-developed and logical
B+, B, B-  Mostly identify the issues in the provided article; most analyses and solutions are well-developed and logical
C+, C, C-  Partially identify the issues in the provided article; a few analyses and solutions are well-developed and logical
D+, D      Marginally identify the issues in the provided article; few analyses and solutions are reasonable
F          Incorrectly identify the issues in the provided article; analyses and solutions are logically flawed

Assessment Criteria for Test

A+, A, A-  89%-100% of the responses are accurately and clearly marked
B+, B, B-  79%-88% of the responses are accurately and clearly marked
C+, C, C-  69%-78% of the responses are accurately and clearly marked
D+, D 60%-68% of the responses are accurately and clearly marked
F Less than 60% of the responses are accurately and clearly marked

Assessment Criteria for Group Project

A+, A, A- Provide creative and consistent solutions, all of which are supported by thorough and reasonable analyses of facts
B+, B, B- Provide consistent solutions, most of which are supported by thorough and reasonable analyses of facts
C+, C, C- Provide only a few defensible solutions, which are supported by thorough and reasonable analyses of facts
D+, D Provide many inconsistent solutions, and few of them are supported by thorough and reasonable analyses of facts
F Provide logically flawed solutions, which are not based on analyses of facts

Assessment Criteria for Class Participation

A+, A, A- Consistently actively contribute to the class discussions with clear, reasonable, and well-developed oral responses
B+, B, B- Actively contribute to the class discussions with clear, reasonable, and well-developed oral responses
C+, C, C- Moderately contribute to the class discussions with clear, reasonable, and well-developed oral responses
D+, D Occasionally contribute to the class discussions with clear, reasonable, and well-developed oral responses
F Do not contribute or have limited contribution to the class discussions

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Week 1 Innovations and New Products
Week 2 Consumer Adoption of Innovations
Week 3 The Stage-Gate® Process & Product Idea Generation I: Consumer Perspective
Week 4 Product Idea Generation II: Firm-Level Considerations 1
Week 5 Product Idea Generation II: Firm-Level Considerations 2
Week 6 Product Idea Generation III: Lead User Approach
Week 7 (Reading week, no class)
Week 8 Product Concept Development, Testing, and Evaluation
Week 9 Product Mix Development I
Week 10 Product Mix Development II
Week 11 Marketing Mix Development
Week 12 Feedback on Group Projects
Week 13 Test

RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)


Cases related to innovation and new product development from the Harvard Business Publishing.
### Means/Processes for Student Feedback on Course

- [x] Conducting mid-term survey in addition to SETL around the end of the semester
- [ ] Online response via Moodle site
- [ ] Others: ________________________ (please specify)

### Course Policy (e.g. plagiarism, academic honesty, attendance, etc.)

1. The only material students should be reading in class is that concerned with the class. Reading of any other material, such as newspapers or magazines, or doing work from another class, is not acceptable.

2. The following are examples of behaviors that would be judged academically dishonest. This list is not intended to be exclusive or exhaustive.
   a. Test Behavior – Any use of external assistance during a test, including, but not limited to the following:
      - Communicating with another student.
      - Copying material from another student's test.
      - Allowing another student to copy from your test.
      - Using unauthorized notes or aids.
   b. Fabrication – Any intentional falsification or invention of data or other information.
   c. Plagiarism – The appropriation and subsequent use of another’s ideas or words as your own. If another’s ideas or words are used, acknowledgement of the original source must be made.
   d. Other Types of Academic Dishonesty include the following:
      - Submitting a paper written by or obtained from another.
      - Using a paper or essay in more than one class, without the teacher’s express permission.
      - Obtaining a copy of a test in advance, without the knowledge or consent of the teacher.

### Additional Course Information (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

1. The course outline (e.g., assessment methods and schedule) is tentative and subject to changes made by the instructor.
2. Course materials will be uploaded to Moodle.
3. Late submissions will result in grade penalties of at least 20% if no valid reason is provided.
4. Smartphones or laptops are used only when instructed to do so.