



## MKTG3526 Innovation and New Product Development

<b>GENERAL INFORMATION</b>	
Instructor: Dr. Michael He JIA	
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Tutor: N/A	
Course website: N/A Other important details: N/A	
<b>COURSE DESCRIPTION</b>	
<p>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.</p>	
Pre-requisites: MKTG 2501 Introduction to Marketing Co-requisites: N/A Mutually exclusive: N/A	
<b>COURSE OBJECTIVES</b>	
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.	
<b>FACULTY LEARNING GOALS (FLGs)</b>	
<b>FLG1:</b> Acquisition and internalization of knowledge of the programme discipline <b>FLG2:</b> Application and integration of knowledge <b>FLG3:</b> Inculcating professionalism <b>FLG4:</b> Developing global outlook <b>FLG5:</b> Mastering communication skills <b>FLG6:</b> Cultivating leadership	
<b>COURSE LEARNING OUTCOMES (CLOs)</b>	
<b>Course Learning Outcomes</b>	<b>Aligned Faculty Learning Goals (FLGs)</b>
CLO1: Gain a systematic understanding of the new product development process	FLG 1, FLG 2
CLO2: Learn about the best business practices in new product development across countries	FLG 1, FLG 3, FLG 4
CLO3: Generate and evaluate new product ideas and concepts	FLG 2, FLG 3
CLO4: Design a full product mix for new product launch activities	FLG 2, FLG 3, FLG 6
CLO5: Apply theories and various analytical tools to managerial issues related to new product development	FLG 2, FLG 3
CLO6: Master communication skills through group discussions, oral	FLG 5, FLG 6

presentations, and written reports			
<b>COURSE TEACHING AND LEARNING ACTIVITIES</b>			
<b>Course Teaching and Learning Activities</b>	<b>Expected Study Hours</b>	<b>Study Load (% of study)</b>	
T&L1: Lecture	36 hours	30%	
T&L2: Case Study and Analysis	24 hours	20%	
T&L3: Group Project and Presentation	24 hours	20%	
T&L4: Self-study	36 hours	30%	
Total	120 hours	100%	
<b>Assessment Methods</b>			
<b>Assessment Methods</b>	<b>Brief Description</b>	<b>Weight</b>	<b>Aligned Course Learning Outcomes</b>
A1: Short study reports	Short individual-based study reports	20%	CLO1, CLO2, CLO5
A2: Test	Multiple choice and short answer questions	45%	CLO1, CLO2, CLO5
A3: Group Project	Group-based written report and presentation	25%	CLO3, CLO4, CLO6
A4: Class Participation	In-class discussions and quizzes	10%	CLO5, CLO6
Total		100%	
<b>Coursework / Examination Ratio: 55 % / 45 %</b>			
<b>STANDARDS FOR ASSESSMENT</b>			
<b>Course Grade Descriptors</b>			
A+, A, A-	Candidate has consistently demonstrated a thorough grasp of the subject as evidenced by original or exceptionally astute analysis and synthesis		
B+, B, B-	Candidate has frequently demonstrated a substantial grasp of the subject		
C+, C, C-	Some of the responses are well organized, clear but with insufficient elaboration		
D+, D	Solutions to questions and problems contain unstructured but relevant observations, and are marginally interesting		
F	Candidate has shown little evidence of basic familiarity with the subject		
<b>Assessment Rubrics for Each Assessment</b> (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.)**

Robert G. Cooper. 2017. *Winning at New Products: Creating Value Through Innovation* (Revised and Updated Edition). Basic Books, NY: New York.

Don Norman. 2013. *The Design of Everyday Things* (Revised and Expanded Edition). Basic Books, NY: New York.

Cases related to innovation and new product development from the Harvard Business Publishing.

**MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE**

- 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.