THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS  

School of Business  
MKTG3526 Innovation and New Product Development  

GENERAL INFORMATION  
Instructor: Dr. Michael He JIA  
Email: mhjia@hku.hk  
Office: Room 707, K.K. Leung Building  
Phone: 3917 8309 (Office)  
Consultation times: TBD  
Teaching Assistant: TBD  
Pre-requisites: MKTG 2501 Introduction to Marketing  
Co-requisites: N/A  
Mutually exclusive: N/A  
Course Website: 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.  

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.  

PROGRAMME LEARNING OUTCOMES  
PLO1: Acquisition and internalization of knowledge of the programme discipline  
PLO2: Application and integration of knowledge  
PLO3: Inculcating professionalism and leadership  
PLO4: Developing global outlook  
PLO5: Mastering communication skills  

COURSE LEARNING OUTCOMES  
<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1: Gain a systematic understanding of the new product development process</td>
<td>PLO1, PLO2</td>
</tr>
<tr>
<td>CLO2: Learn about the best business practices in new product development across countries</td>
<td>PLO1, PLO3, PLO4</td>
</tr>
<tr>
<td>CLO3: Generate and evaluate new product ideas and concepts</td>
<td>PLO2, PLO3</td>
</tr>
<tr>
<td>CLO4: Design a full product mix for new product launch activities</td>
<td>PLO2, PLO3</td>
</tr>
<tr>
<td>CLO5: Apply theories and various analytical tools to managerial issues related to new product</td>
<td>PLO2, PLO3</td>
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</tbody>
</table>
CLO6: Master communication skills through group discussions, oral presentations, and written reports

COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
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<tbody>
<tr>
<td>T&amp;L1. Lecture</td>
<td>36 hours</td>
<td>30%</td>
</tr>
<tr>
<td>T&amp;L2. Case Study and Analysis</td>
<td>24 hours</td>
<td>20%</td>
</tr>
<tr>
<td>T&amp;L3. Group Project and Presentation</td>
<td>24 hours</td>
<td>20%</td>
</tr>
<tr>
<td>T&amp;L4. Self-study</td>
<td>36 hours</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>120 hours</td>
<td>100%</td>
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Assessment Methods | Brief Description | Weight | Aligned Course Learning Outcomes |
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<tbody>
<tr>
<td>A1. Case Study</td>
<td>Individual-based case study report</td>
<td>20%</td>
<td>CLO1, CLO2, CLO5</td>
</tr>
<tr>
<td>A2. Test</td>
<td>Multiple choice and short answer questions</td>
<td>40%</td>
<td>CLO1, CLO2, CLO5</td>
</tr>
<tr>
<td>A3. Group Project</td>
<td>Group-based written report and presentation</td>
<td>30%</td>
<td>CLO3, CLO4, CLO5, CLO6</td>
</tr>
<tr>
<td>A4. Class Participation</td>
<td>In-class discussions</td>
<td>10%</td>
<td>CLO5, CLO6</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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STANDARDS FOR ASSESSMENT

Course Grade Descriptors

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

Assessment Rubrics for Each Assessment

Assessment Criteria for Case Study Report

A+, A, A- Clearly identify the issues in the case; all analyses and solutions are well-developed and logical
B+, B, B- Mostly identify the issues in the case; most analyses and solutions are well-developed and logical
C+, C, C- Partially identify the issues in the case; a few analyses and solutions are well-developed and logical
D+, D Marginally identify the issues in the case; few analyses and solutions are reasonable
F Incorrectly identify the issues in the case; 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**
Typologies of Innovations and New Products
Drivers of Successful and Unsuccessful New Products

Week 2  
**Consumer Perceptions of Innovations**
Benefit and Risk Perceptions
Intention-Adoption and Adoption-Experience Discrepancies

Week 3  
**Product Idea Generation I**
Overview of the Product Development Process
Idea Generation Process

Week 4  
**Product Idea Generation II**
Lead User Method (Group Project Formation)
Product Idea Generation Workshop (Group Project Topic Selection)

Week 5  
**Concept Development and Testing**
Concept Development Process
Applications of Perceptual Mapping and Conjoint Analysis

Week 6  
**Product Prototype and Usage Testing**
Product Prototype Development
Product Usage Testing

Week 7  
(Reading week, no class)

Week 8  
**Product Mix Generation**
Brand Decisions for New Products (Group Project Topic Revision, Update, and Progress Report)
Product Appearance, Name, and Package Designs

Week 9  
**Test Marketing**
In-Market Test Marketing
Simulated Test Marketing
<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>New Product Commercialization</strong></th>
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<tbody>
<tr>
<td></td>
<td>Product Innovativeness and Marketing Communications</td>
</tr>
<tr>
<td></td>
<td>Product Innovativeness and Sales Promotions</td>
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<tr>
<th>Week 11</th>
<th><strong>Streamlining and Adapting the New Product Development Process</strong></th>
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<tbody>
<tr>
<td></td>
<td>The Stage-Gate® Process</td>
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<tr>
<td></td>
<td>Product Innovativeness and the New Product Development Process</td>
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<tr>
<th>Week 12</th>
<th><strong>Presentations</strong></th>
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<tbody>
<tr>
<td></td>
<td>Group Presentations (Group Project Due Date)</td>
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<td></td>
<td>Group Presentations</td>
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<thead>
<tr>
<th>Week 13</th>
<th><strong>Presentations and Test</strong></th>
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<tr>
<td></td>
<td>Group Presentations</td>
</tr>
<tr>
<td></td>
<td>Test</td>
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**REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS**


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 additional to SETL around the end of the semester
- ○ Online response via Moodle site
- ○ Others: ________________________ (please specify)

**COURSE POLICY**

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**

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.