

Course Last Updated 9/19/2024



New Product Development

Section I: Course Overview

Course Code: BUS362

Subject Area(s): Business, Marketing

Prerequisites: One 200 level course or two 100 level courses in business, marketing, or another subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

In increasingly competitive global markets, innovation in new product and service development has become a key success factor in delivering growth for the firm. However, despite a global push by organisations to foster innovation in new product development, many new products and services continue to fail. This highlights the need for managing the creative and commercialisation process in new product and service development to optimise in-market success, across global markets.

The focus of this course is to inspire creativity in reframing problems that open disruptive opportunities and inspire novel product and service ideas that cross geographic boundaries. It also explores how to measure purchase intent amongst the desired target audience, identify predictive models of sales forecasting, develop prototyping, and prepare for a successful commercial launch.

Learning Objectives

Upon successful completion of this course, students are able to:

- Identify innovative opportunities for new product and service development;

- Combine different tools and techniques to generate innovative new product and service concepts;
- Analyse consumer response to a new product or service concept as a measure of predicted in-market sales performance;
- Create effective commercialisation strategies for new products and services to optimise their potential to deliver growth to the firm;
- Apply different sales and profit forecasting techniques.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement – 20%

Mid-semester Examination – 20%

Active Learning Reflection – 10%

Group Project – 25%

Final Examination – 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Mid-semester Examination (20%): The Mid Semester Examination (to be held Week 6 in the lecture) will comprise 40 multiple-choice questions covering Week 1-5 materials from the lecture series, interactive discussion questions and the set readings.

Active Learning Reflection (10%): Students should undertake at least one active learning experience reflecting on the task from a new product & service development perspective. For that activity, a two-page reflective summary should be submitted. Field activity reflection is due in week 8.

Activities that students may choose to reflect upon could include:

- Visit to Manly or Bondi Beach (to identify how one could apply innovative thinking to identify a creative idea for enjoying the surf).
- Visit to the Blue Mountains (to identify how the sharing economy could be used to enhance visitor's user experience).
- Visit a Westfield Shopping Centre (to identify how retailers could deploy virtual reality to lessen the returns of goods that are purchased online).

Group Project (25%): Working in groups, students will identify a potential new product idea based on an emerging trend, for development and commercial launch. This new product or service idea will be creatively developed by the group, which may be new to the world, new to the firm, or a significant product improvement. In a 3000-word written report students will:

- Identify and justify the area of market opportunity, based on the chosen emerging trend;
- Develop a new product concept that addresses the area of opportunity;
- Creatively prepare a concept board and research questionnaire, to evaluate the target audience response to the creative concept;
- Prepare a launch plan focused on the key marketing criteria required to deliver commercial success;
- Prepare one piece of marketing communications as a pre-launch announcement of the innovation.

Final Examination (25%): The Final Examination (to be held in Week 12 in the lecture) will comprise several compulsory questions covering Week 1-12 materials from the lecture series, interactive discussion questions and the readings. Specifically, students will apply theoretical concepts to practice as they respond to questions around a creative new product idea outlined in a case study.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Local Entrepreneur Visit

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Textbook:

Crawford, C. M., Di Benedetto, C. A. (2021). *New Products Management*. 12th Edition. McGraw Hill.

Other required readings (all available on Canvas):

Chesbrough, H. W., and Garman, A. R. (2009). How open innovation can help you cope in lean times. *Harvard Business Review*, 87(12): 68-76.

Christensen, C. M., Raynor, M. E., and McDonald, R. (2015). What is disruptive innovation. *Harvard Business Review*, 93(12): 44-53.

Dahan, E., and Srinivasan, V. (2000). The predictive power of internet-based product concept testing using visual depiction and animation. *Journal of Product Innovation Management*, 17(2): 99-109.

Goldenberg, J., Mazursky, D., & Solomon, S. (1999). Toward identifying the inventive templates of new products: A channeled ideation approach. *Journal of Marketing Research*, 36(2): 200-210.

Jensen, D., & Weaver, J., & Wood, K., & Linsey, J., & Wood, J. (2009, June). Techniques to Enhance Concept Generation and Develop Creativity Paper. Presented at 2009 Annual Conference & Exposition, Austin, Texas.

Keefer, L. A., & Landau, M. J. (2016). Metaphor and analogy in everyday problem solving. *Wiley Interdisciplinary Reviews: Cognitive Science*, 7(6): 394-405.

Weyrauch, T., & Herstatt, C. (2017). What is frugal innovation? Three defining criteria. *Journal of Frugal Innovation*, 2(1). <https://doi.org/10.1186/s40669-016-0005-y>

Course Calendar

Session 1	
Topics	Introduction to creativity in new product & service development
Activity	Course Overview Lecture
Readings & Assignments	Readings: Chapters 1 and 2 (assigned textbook) Assignment: Seminar Discussion Questions

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Session 2	
Topics	Opportunity identification
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapter 3 (assigned textbook) Assignment: Seminar Discussion Questions

Session 3	
Topics	Creative approaches to concept generation
Activity	Lecture Group Project workshop
Readings & Assignments	Reading: Chapter 4 (assigned textbook) Christensen, C. M., Raynor, M. E., and McDonald, R. (2015). What is disruptive innovation. <i>Harvard Business Review</i> , 93(12): 44-53. Jensen, D., & Weaver, J., & Wood, K., & Linsey, J., & Wood, J. (2009, June). Techniques to Enhance Concept Generation and Develop Creativity Paper. Presented at 2009 Annual Conference & Exposition, Austin, Texas. Assignment: Groups to share areas of opportunity in online

Session 4	
Topics	Analytical approaches to concept generation
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapters 6 and 7 (assigned textbook) Goldenberg, J., Mazursky, D., & Solomon, S. (1999). Toward identifying the inventive templates of new products: A channeled ideation approach. <i>Journal of Marketing Research</i> , 36(2): 200-210. Keefer, L. A., & Landau, M. J. (2016). Metaphor and analogy in everyday problem solving. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 7(6): 394-405.

	Assignment: Mid-semester Exam Briefing
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Session 5	
Topics	Creative approaches to concept testing
Activity	Lecture Group Project workshop
Readings & Assignments	Readings: Chapter 9 (assigned textbook) Dahan, E., and Srinivasan, V. (2000). The predictive power of internet-based product concept testing using visual depiction and animation. <i>Journal of Product Innovation Management</i> , 17(2): 99-109. Assignment: Groups to share areas of concept in online discussion board

Session 6	
Topics	Commercial and technical evaluation of innovative ideas
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapter 10 (assigned textbook) Assignment: Mid-semester Exam

Session 7	
Topics	Guest Lecture

Session 8	
Topics	Sales forecasting of new product ideas
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapter 11 (assigned textbook) Assignment: Seminar Discussion Questions

Session 9	
Topics	Prototype development & product-use testing
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapters 13 and 15 (assigned textbook) Assignment: Active Learning Reflection due

Session 10	
Topics	Commercialisation of the winning innovation
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapter 16 (assigned textbook) Assignment: Major Paper due

Session 11	
Topics	Marketing testing
Activity	Lecture Class activities
Readings & Assignments	Reading: Chapter 18 (assigned textbook) Assignment: Seminar Discussion Questions

Session 12	
Topics	Field Study – Business Visit
Activity	Details TBC Visit to local entrepreneur’s office or incubator
Readings & Assignments	Reading: N/A Assignment:

	Bring questions for Q and A
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Session 13	
Topics	Contemporary issues in new product and service development
Activity	Lecture Course review
Readings & Assignments	Reading: Weyrauch, T., & Herstatt, C. (2017). What is frugal innovation? Three defining criteria. <i>Journal of Frugal Innovation</i> , 2(1). https://doi.org/10.1186/s40669-016-0005-y Chesbrough, H. W., and Garman, A. R. (2009). How open innovation can help you cope in lean times. <i>Harvard Business Review</i> , 87(12): 68-76. Assignment: Final exam discussion

Session 14
Final Examination Review Session

Session 15
Final Examination

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.