

MARK2085 CONSUMER CENTRIC INNOVATION

Course Outline Semester 2, 2017

Course-Specific Information

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the School's Course Outlines Policies webpage which contains key information on:

- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:

<https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

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COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer: Dr Jenny Lee
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Consultation time: Tue 11:00am – 12:00pm (or by appointment)

Lecturer: Ms Aura Garcia
Room: TBA
Phone: TBA
Email: aura.garciamendez@unsw.edu.au
Consultation time: Wed 11:00am – 12:00pm (or by appointment)

Lecturer: Mr Philip Armstrong
Room: TBA
Phone: TBA
Email: phil.armstrong@unsw.edu.au
Consultation time: TBA

For contact outside of workshop time, please use the above details. We will be available for consultation at the specified times. If you require contact outside of this time, please email with your question or to negotiate an alternate and mutually suitable consultation arrangement.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Workshops start in Week 1 (and run through to Week 12 inclusive). Times and locations are:

Tuesday	1pm-3pm	MAT 103	[Jenny]
Tuesday	3pm-5pm	MAT 104	[Jenny]
Wednesday	9am-11am	MAT 105	[Aura]
Wednesday	11am-1pm	MAT 104	[Philip]
Thursday	12pm-2pm	MAT 105	[Aura]

Students are to attend only one workshop per week – the one they are enrolled in. In addition to the weekly face-to-face workshop, students are required to undertake 1 hour per week of self-directed online study that will be provided via Moodle. In total, this represents 3 “contact” hours per week (equivalent to a regular lecture/tutorial arrangement).

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This course will help you understand how innovation adds value to the firm and its stakeholders. The course will discuss in depth the intricacies of innovation and new product development, and the problems faced by managers in this area. This course

will equip students with the concepts, tools and approaches relating to management of innovation. Active participation in this course will provide students the opportunity to gain practical, real world experience in the application of these tools and approaches. In addition, this course will help students to further develop skills in communicating ideas, recommendations, or solutions (oral and written).

2.4 Course Aims and Relationship to Other Courses

For students enrolled in the Marketing major prior to 2015, this course may be taken as a level 2 marketing elective; for students who commenced their enrolment in 2015 this course will be a core compulsory course in the marketing major. A prerequisite for this course is MARK1012 (Marketing Fundamentals). This course builds on prior marketing knowledge and aims to introduce students to the very current topic of *innovation*. It aims to provide an understanding of how innovation can be fostered and managed. The course is a response to changes in practice, where innovation is critical for organisational growth. It will prepare students for new ways of thinking, so that they can become active leaders in generating positive change through innovation.

The strategic and operational aspects of innovation and new product and service development are examined through three major topics:

- Innovation – the types of innovation and roles of each
- How innovation can be created
- Conceptualisation and commercialisation of innovations

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

By the end of this course, you should be able to:

1. Describe theoretical bases of innovation;
2. Use customer requirements to develop new products; and
3. Present a pitch for a new product (innovation).

For more information on Program Learning Goals and Outcomes, see the School's Course Outlines Policies webpage available at <https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes	Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>	<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>

1	Knowledge	Understand and explain the strategic and operational aspects of innovation development (i.e., new product development)	<ul style="list-style-type: none"> • 48hour report • Case studies
2	Critical thinking and problem solving	Apply innovation related frameworks to interpret real world problems and identify opportunities	<ul style="list-style-type: none"> • 48hour report • Case studies • Innovation project
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> • 48hour report • Innovation project
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> • Elevator pitch presentation
4	Teamwork	Not specifically addressed in this course.	
5a.	Ethical, social and environmental responsibility	Ethical and sustainability responsibility issues related to innovation	<ul style="list-style-type: none"> • 48hour report • Case studies
5b.	Social and cultural awareness	Social and cultural issues related to innovation	<ul style="list-style-type: none"> • 48hour report • Case studies

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

MARK2085 is a “hands on” course. The delivery of this course is atypical, in that it comprises a weekly 2-hour workshop and weekly self-directed learning (equivalent to 1 hour per week) using materials placed on Moodle. The face-to-face workshop learning comprises a combination of class discussions, case discussions, class exercises, guest visits and a major project. The assigned cases and reading materials focus in-class discussions and provide theoretical grounding for application of new concepts and development of the major project. Management problems, in the form of cases, are assigned to enable the student to apply his/her knowledge. Independent study is a major part of the course and requires much out-of-classroom work done both individually and in teams.

In this course, there are dual responsibilities: Staff are responsible for providing a learning direction (project opportunity and access, theoretical information and assessment); Students are responsible for reading recommended materials prior to weekly meetings, making intelligent contributions to discussions, clarifying ambiguities, demonstrating willingness to learn and to undertake activities that are important for learning. Students must complete set tasks and be active participants in workshops and must show initiative by being proactive in their own learning.

3.2 Learning Activities and Teaching Strategies

This course applies an active learning pedagogy – that is, learning is student-centred and reliant on active motivational and cognitive engagement. This means that students must present to class with a positive attitude and willingness to learn.

There is no assigned text book for this course. Instead, students are expected to read all allocated materials including cases, prior to attending workshops. Classes will be devoted to probing, extending and applying theoretical concepts to assigned cases and students will be expected to attend fully prepared for open, intense and deep conversation. Based on the assumption that students have read the allocated text/viewed relevant online material, case study discussion will be a vital part of each

class and student participation will be assessed. Students will be called upon to contribute and therefore, it is critical that you are sufficiently prepared to be able to follow the discussion, to synthesize and to evaluate various perspectives.

Concepts that are discussed and knowledge gained in class will be applied to a “real life” problem through the major project that each student will work on.

NOTE: Computers and mobile devices are not permitted to be used in class (unless the instructor indicates otherwise) – surfing and texting emerges as an inevitable and regrettable result, and is highly distracting for everyone.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50% (50/100 marks); and
- make a satisfactory attempt at all assessment tasks (see below); and
- attend a minimum of 80% classes.

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
1) Individual – participation	10%		Ongoing
2) Individual – Case participation	30%	In-class	Weeks 3-7 (inclusive)
3) Individual – 48-hour case study	30%	2,000 words	Week 13 48hr after release
4a) Group Project – storyboard	10%	1 storyboard	Week 9
4b) Group Project – Elevator pitch presentation + 2-4 page supporting brief	10% + 10%	2 minutes, plus 2-4 pages	Week 11

Details of each assessment task:

1. Individual components (worth 70%)

1.1. Class attendance and general participation (10%)

Classes are held weekly and comprise a combination of online resources for students to self-study, and 2-hour face-to-face workshop-type meetings commencing in week 1. The class program consists of a discussion of various issues in the form of case analyses and other exercises designed to give students a better understanding of practical aspects involved in consumer centric innovation. You are expected to participate actively during the entire course and to demonstrate positive citizenship behaviour.

Classes give an opportunity to:

- explore the content presented online, in cases, and related materials
- obtain, select and organise innovation information
- enhance communication skills
- make independent, informed and justified assessments of course related situations

- work co-operatively with other class members

To successfully complete this subject, you must attend 80% of classes (in which you are enrolled) and actively participate via discussion, and presentations.

1.2. Case participation (30%)

This course will be largely based on case studies as the main form of conveying real life innovation scenarios and associated considerations. As such, the case method of teaching and learning will be applied. This means that students will be expected to present to classes fully prepared and ready to engage with case based discussion. Each week, student participation will be graded (6% per week) to reflect the quality and quantity of contributions. The case teaching and participation opportunity runs from Weeks 3-7 inclusive. If you are absent in any given week you will receive a zero score for that week and the participation opportunity will be foregone. You will not receive special consideration for any absence in these weeks as the assessment is in-the-moment and cannot be re-run.

Further details regarding how case participation will be assessed, will be provided in Week 1.

1.3. 48hour report (30%)

In Week 13, at 9am Monday 23rd Oct 2017, the case study assignment [the 48-hour report] will be made available to students on Moodle. This will feature a topic that students will be required to write a short case study about, using the principles that they have learned in the course and particularly using the theories from the case studies covered in class, as well as the group projects. The case study should be no longer than 2,000 words and in the format of a Harvard referencing style – as studied in class. Students will have 48 hours to complete the assessment task and submit their completed work via Turnitin on Moodle by 9am Wednesday 25th Oct 2017. Only assignments submitted via Turnitin on Moodle will be accepted.

Assignments that are not submitted by the deadline will incur late penalties of 10% per day or part thereof.

Further details regarding how the 48-hour report will be assessed, will be provided in Week 10.

2. Group components (worth 30% in total)

Students will work in groups of (approx.) 5 people – within the SAME class. Cross class groups are not permitted. Each group will act as innovation consultants/ advisers to the innovator and will be responsible for creating a pitch to investors to bring the product to market and/or advance it in the market. The project briefing document and supporting materials will be available on Moodle in Week 3.

The project consists of three parts (storyboard, pitch, and proposal) as listed below. Students will be awarded letter grades [Fail, P, C, D, HD] for these assessments, which will be converted to marks at the end of semester.

2.1. Storyboard (10%)

This task is due in Week 9. Groups will be required to present a storyboard summarising their intended innovation pitch to investors, to the lecturer.

Students may use this storyboard to accompany the elevator pitch to Investors and classmates in Week 11.

Marking criteria:

- Demonstrates preparation of ideas and broad themes for the presentation
- Logical structure
- Ease of use
- Appropriate design and format (as per HBR Guide to Persuasive Presentations, available on Moodle)

2.2. Elevator pitch presentation (20% total)

The pitch involves 2 parts:

Part 1 (10%): An elevator pitch (2-min) presentation is to be prepared for the Week 11 Solutions Expo. This should be tailored for fast and effective delivery, supporting your storyboard presentation to mentors/investors. It should position and pitch the innovation using relevant theoretical knowledge and prior class discussions. This is due in-class, in Week 11.

Marking criteria:

- Demonstrates understanding of course content and development of knowledge
- Demonstrates critical thinking and imagination
- Communicates clearly and concisely
- Structures presentation logically and coherently
- Engages audience through professional delivery
- Uses tools and technologies effectively

Part 2 (10%): Innovation proposal for investors. This is a supporting document (2-5 pages max) that will be issued to prospective investors (hard copy), to support the elevator pitch presentation in Week 11.

Marking criteria:

- Demonstrates understanding of course content and development of knowledge
- Demonstrates critical thinking and imagination
- Communicates clearly and concisely
- Structures presentation logically and coherently

4.3 Assessment Format

Your assignments must be formatted as per the requirements below:

- Use 11pt or 12pt font;
- 2.5 cm left margin;
- 1.5 line spacing;
- Leave a line between each paragraph;
- Number each page;
- Student number and course code (MARK2085) to appear on every page; and
- Use Harvard method for referencing - more information can be found on the EDU website.

4.4 Assignment Submission Procedure

Students are reminded to keep a copy of all work submitted for assessment and to keep their returned marked assignments. Submission procedures for all assessment tasks will be made available on Moodle 2 weeks prior to the assessment date.

4.5 Special Consideration, Late Submission and Penalties

Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 days. An assignment is considered late if the requested format such as hard copy or electronic copy has not been submitted on time.

For information on Special Consideration please refer to the Business School's [Course Outlines Policies webpage](#).

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

A list of course resources will be available on the MARK2085 Moodle site 1 week prior to each workshop.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through myExperience responses.

7 COURSE SCHEDULE

Lectures start in Week 1 and finish in Week 12.

Week 1 (25 July)	Innovation Essentials
Week 2 (1 August)	Types of innovation
Week 3 (8 August)	Case 1 – Topic: Applied innovation Innovation lab challenge: <i>Part 1 – Problems</i>
Week 4 (15 August)	Case 2 – Topic: Innovation and the user experience
Week 5 (22 August)	Case 3 – Topic: Human centred design
Week 6 (29 August)	Case 4 – Topic: Leadership for innovation
Week 7 (5 Sept)	Case 5 – Topic: Towards creating solutions for sustained advantage
Week 8 (12 Sept)	In-class individual case review and summary
Week 9 (19 Sept)	Innovation lab challenge: <i>Part 2 – story boards</i>
<i>Mid-semester break: Saturday 23 September – Sunday 1 October inclusive Monday 2 October – Labour Day Public Holiday</i>	
Week 10 (3 Oct)	Peer feedback workshop – present story boards to the class
Week 11 (10 Oct)	Innovation lab challenge: <i>Part 3 – solutions: (2 minute) Elevator pitch presentations</i>
Week 12 (17 Oct)	Review: Q&A 48 hour assignment: individual case study [details]
Week 13 (24 Oct)	48 hour assignment: individual case study [Release (9am Mon 23 rd Oct); Due (9am Wed 25 th Oct)] NO LECTURES