



UNSW Course Outline

MARK2085 Consumer Centric Innovation - 2024

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General Course Information

Course Code : MARK2085

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Marketing

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

[Useful Links](#)

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Innovation is critical for organisational growth, and adding value to the firm and its stakeholders.

This course aims to introduce you to the topic of innovation. It will discuss the intricacies of innovation, and the challenges faced by managers in this area for the purpose of understanding

how innovation can be fostered. Active participation in this course will provide the opportunity to gain practical, real world experience in the application of related Design Thinking tools and approaches. In addition, this course will help you to further develop skills in communicating ideas, making recommendations, or delivering solutions. The course encourages you to think differently, so that you can become active leaders in generating positive change through innovation.

Course Aims

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

1. The Company – its objectives to develop the new products and its capabilities to develop these
2. The Market – the opportunities that it provides
3. NPD Process – the process of developing new products (Stage-Gate approach)
4. Marketing – the development of a marketing plan for the new product.

Relationship to Other Courses

The strategic and operational aspects of new product and service development are examined through topics ranging from creativity to connecting with customers and developing systems for converting ideas into value in the market and competitive and collaborative marketing strategies as tools for innovation in modern markets.

The strategic and operational aspects of customer-centric innovation build on a prior understanding of the marketing principles in MARK1012 or MARK2012.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Identify, understand and explain the strategic and operational aspects of innovation development, for example, new product development	<ul style="list-style-type: none">PLO1 : Business KnowledgePLO2 : Problem Solving
CLO2 : Identify, develop and apply innovation related frameworks to interpret real-world problems and identify opportunities	<ul style="list-style-type: none">PLO1 : Business KnowledgePLO2 : Problem SolvingPLO3 : Business Communication
CLO3 : Identify and evaluate ethical and social responsibility issues related to innovation	<ul style="list-style-type: none">PLO5 : Responsible Business PracticePLO6 : Global and Cultural Competence
CLO4 : Present ideas through various modes in a contextually-appropriate manner	<ul style="list-style-type: none">PLO3 : Business Communication
CLO5 : Collaborate effectively to complete group assignments and to create a conducive learning environment.	<ul style="list-style-type: none">PLO4 : Teamwork

Course Learning Outcomes	Assessment Item
CLO1 : Identify, understand and explain the strategic and operational aspects of innovation development, for example, new product development	<ul style="list-style-type: none">Individual Model of InnovationFinal Innovation ChallengeIndividual progress assessments
CLO2 : Identify, develop and apply innovation related frameworks to interpret real-world problems and identify opportunities	<ul style="list-style-type: none">Individual Model of InnovationFinal Innovation ChallengeIndividual progress assessments
CLO3 : Identify and evaluate ethical and social responsibility issues related to innovation	<ul style="list-style-type: none">Final Innovation Challenge
CLO4 : Present ideas through various modes in a contextually-appropriate manner	<ul style="list-style-type: none">Individual Model of Innovation
CLO5 : Collaborate effectively to complete group assignments and to create a conducive learning environment.	<ul style="list-style-type: none">Final Innovation Challenge

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

This course applies an active self-directed learning pedagogy—that is, learning is student-centred and reliant on active motivational and cognitive engagement. It requires students to

actively complete all assigned activities each week with a positive attitude and willingness to learn.

A textbook is provided to guide students through case studies and frameworks of customer-centric innovation. Students are expected to read all allocated materials before completing assigned activities. Succeeding at innovation requires an ability to learn faster than your competitors and discover novel information. These aspects rely on self-direction in learning and cannot be learned. The faster you can process and internalise the information in the course, the better you will do at the innovation activities.

The course is designed to expose students through practical activities to applying conceptual models that support innovation. However, by definition, innovative ideas cannot be taught; they must be imagined and discovered. This means students must synthesise the course content to form their own interpretations and insights. These insights will drive creativity and achievement in the course.

Other Professional Outcomes

Not applicable

Additional Course Information

Not applicable

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Individual Model of Innovation Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Week 5: 24 June - 30 June, Week 8: 15 July - 21 July
Final Innovation Challenge Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Week 7: 08 July - 14 July, Week 9: 22 July - 28 July, Week 10: 29 July - 04 August
Individual progress assessments Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Week 2 - 5 & 8 during tutorial

Assessment Details

Individual Model of Innovation

Assessment Overview

Innovation requires a development of a unique 'generative model', which is a mental map or a representation of the links between actions an innovator takes, and the observed results of those actions. The final report is designed to encourage you to create your own model of an innovation process as a summary of your understandings in the course. The Innovation Model is essentially your mental map for the course. It applies systems thinking to achieve a creative synthesis of the concepts presented in the course.

Assesses: PLO1, PLO2, PLO3

Course Learning Outcomes

- CLO1 : Identify, understand and explain the strategic and operational aspects of innovation development, for example, new product development
- CLO2 : Identify, develop and apply innovation related frameworks to interpret real-world problems and identify opportunities
- CLO4 : Present ideas through various modes in a contextually-appropriate manner

Detailed Assessment Description

This assessment requires students to individually write a short case study to demonstrate their understandings and applications of the principles/core concepts learned in the course. It is open book assignments. Detailed information on the due dates, submission guidelines, and marking rubrics is available on the course's Moodle site.

Assessment Length

2,450 words (+/- 10%)

Submission notes

Please refer to the course's Moodle site for the details on submission format and procedures.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Final Innovation Challenge

Assessment Overview

The group project is designed to offer an experience of applying course concepts to a marketing problem. Students working in teams will deliver a conceptual design for an innovative solution.

The final solution needs to be delivered as a storyboard in a Microsoft Power Point presentation with voiceover, or other video format, which is uploaded to Moodle by the due date, as a max 1-minute elevator pitch involving a story board approach to spark interest in the innovation.

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

BCom Students: myBCom Course points for PLO5 and PLO6

Course Learning Outcomes

- CLO1 : Identify, understand and explain the strategic and operational aspects of innovation development, for example, new product development
- CLO2 : Identify, develop and apply innovation related frameworks to interpret real-world problems and identify opportunities
- CLO3 : Identify and evaluate ethical and social responsibility issues related to innovation
- CLO5 : Collaborate effectively to complete group assignments and to create a conducive learning environment.

Detailed Assessment Description

The group project (so-called "innovation challenge") consists of 3 parts: storyboard (10%), elevator pitch (10%), and proposal (10%). Further details on the group project can be found on the course's Moodle site.

Assessment Length

1 storyboard (up to 12 frames), 3-minute pitching, and 1,000-word supporting document

Submission notes

Please refer to the course's Moodle site for the details on submission format, due dates and procedures.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Individual progress assessments

Assessment Overview

The assessment is designed to measure and evaluate individual progress throughout the term. Students are required to undertake and present their work, showcasing their understanding and application of the concepts covered in the course. This assessment provides a means to gauge students' comprehension, critical thinking skills, and ability to integrate the knowledge gained using various tasks, ensuring a comprehensive evaluation of their individual performance.

Assesses: PLO1, PLO2, PLO3, PLO5, PLO6

Course Learning Outcomes

- CLO1 : Identify, understand and explain the strategic and operational aspects of innovation development, for example, new product development
- CLO2 : Identify, develop and apply innovation related frameworks to interpret real-world problems and identify opportunities

Detailed Assessment Description

This assessment requires students to actively participate in case analyses and discussions during tutorials. All students **must attend their tutorial** to undertake case discussions and class activities. In Weeks 2-5 and 8 (5 weeks), students' engagement and contribution will be evaluated by their tutor. No special consideration for any absence in these weeks is given as the assessment is in-the-moment and cannot be re-run. That is, NO make-up for missing participation is allowed.

Further details on this assessment will be provided in the course's Moodle site.

Assessment Length

2 hours (ongoing) for tutorial participation

Submission notes

Please refer to the course's Moodle site for further details.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

General Assessment Information

As a student at UNSW you are expected to display academic integrity in your work and interactions. Where a student breaches the UNSW Student Code with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the Working with Academic Integrity module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Grading Basis

Standard

Requirements to pass course

In order to pass this course, you must:

- attend tutorials and complete all set tasks;
- achieve a composite mark of at least 50% (50/100 marks); and
- make a satisfactory attempt at all assessment tasks.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	Course overview - Intro to customer centric innovation
Week 2 : 3 June - 9 June	Lecture	Innovation Essentials (2): Types of innovation
	Tutorial	Innovation Lab Challenge problems ; Project briefing and group formation Discussion on reading materials and video
Week 3 : 10 June - 16 June	Lecture	Human-Centred Design Thinking
	Tutorial	Tutorial discussion Case 1
Week 4 : 17 June - 23 June	Lecture	User Experience and Innovation
	Tutorial	Tutorial discussion Case 2
Week 5 : 24 June - 30 June	Lecture	Creating an Innovative Culture and Leadership
	Tutorial	Tutorial discussion Case 3
	Assessment	Submit Assessment 1a: Case Proposal - Final report, 24 June 11am
Week 6 : 1 July - 7 July	Other	No lecture and tutorial - flexi week
Week 7 : 8 July - 14 July	Lecture	Towards creating solutions for Sustained Advantage
	Tutorial	Assessment 2a - Innovation Challenge - Storyboard
Week 8 : 15 July - 21 July	Lecture	Business Model Innovation
	Tutorial	Discussion Case 4
	Assessment	Submit Assessment 1b: Case - Final report, 15 July 11am
Week 9 : 22 July - 28 July	Lecture	Creating Innovation through Ecosystem
	Tutorial	Assessment 2b: Solutions Expo (Innovation Challenge Solutions) – Elevator pitch (3-min presentations)
Week 10 : 29 July - 4 August	Lecture	Review & Wrap-up: Q&A
	Assessment	Submit Assessment 2c: Innovation Proposal (group) 29 July, 11am

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Students must attend tutorials each week because the delivery format involves case discussions, class exercises, and a major project. Active participations to case discussions and class activities during tutorials are required to successfully complete this course. Tutors will evaluate each student's contribution (quality and quantity) each week.

Course Resources

Prescribed Resources

Debruyne, M. & Tackx, K. (2019). *Customer Innovation: Delivering a Customer-led Strategy for Sustainable Growth (2nd edition)*. Kogan Page: London.

Print books will be available at the UNSW Bookshop on campus and online: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780749484187&12310771>

Digital versions will be available from the UNSW Bookshop digital site:

<https://unswbookshop.vitalsource.com/products/-v9780749484194>

Recommended Resources

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

Recommended readings:

Agrawal, A., Gans, J., & Goldfarb, A. (2023). *Power and prediction: The disruptive economics of artificial intelligence*. Harvard Business Review Press.

Lewrick, M., Link, P., & Leifer, L. (2020). *The design thinking toolbox: A guide to mastering the most popular and valuable innovation methods*. Wiley.

[Recording: Power and Prediction: The Disruptive Economics of Artificial Intelligence – MSI – Marketing Science Institute](#)

Additional Costs

No other additional costs.

Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, students will be asked to complete the myExperience survey , which provides a key source of student evaluative feedback. Their input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality. Each year

feedback is sought from students and other stakeholders about the course.

Continual improvements are made based on this feedback. For example, for this term the structure of course materials and assessments has been extensively reorganised to link all activities more closely to the importance of marketing strategy.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Siew Imm Theresa Teo		Quad 2054E	93482200	Consultation - Wednesday 5pm to 6pm (by appointment only)	No	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support page](#).

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

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.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.