Standard Course Outline
MKTG 492
New Products/New Services

1. General Information:
   Units: 3 credits
   Prerequisites: MKTG300; IS301
   Course Coordinator: Dr. Sam Min
   Date Prepared: October 2016

2. <u>Catalog Description</u>:
   New product and new service development process from idea generation to launch; diffusion of innovation and sales forecast of new product; market entry strategy; branding of new product; business plan for new product/service. Letter grade only (A-F).

3. <u>Curriculum Justification</u>:
   The curriculum teaches tools and skills to design, evaluate and implement new product/service concepts and strategies. It provides students with hands-on experience of new product/service creation and prepares them to work on the marketing side of innovations.

4. <u>Course Objectives</u>:
   The course provides students to improve (1) critical thinking for new product success, and (2) analytical skills of new product development. (3) This course provides opportunities for students to apply the concepts and theories of new product development and commercialization into problem solving and decision making for a new product and new service. Furthermore, (4) it offers students chances to improve written and oral communication skills and to work in a team.

- **Learning goals – Critical Thinking**: Students will demonstrate an ability to understand (a) concepts of new product/service, (b) stages involved in new product/service development, (c) new product/service success factors, (d) product life cycle of new product, and (e) marketing strategies for new product/new service

- **Learning goals – Analytical Skills**: Students will build analytical skills to understand diffusion of innovations and they will learn skills to forecast of new product demand and project profit from new product

- **Learning goal – Application:** Students will demonstrate an ability to (a) identify market opportunities, (b) generate new product/service ideas, (c) turn ideas into concepts and prototypes, (d) Evaluate new product concepts

- **Learning goals – Communication Skills:** Students will demonstrate that (a) they can communicate effectively among team members to develop a team-prepared written project and (b) they can make a persuasive, effective presentation of their marketing plan for a new product/service.

- **Learning goals – Team and Interpersonal Skills:** Students will demonstrate that they can work effectively in teams and resolve conflicts within the team.

5. Outline of Subject Matter:
   This is a listing of ten core subjects that **must** be covered in this course and other suggested topics that may be covered to allow individual instructors to emphasize not just the core subjects but also to put some focus on particular areas of interest to the instructor. That is, Additional topics can be added into the course based on the instructor's personal preferences in teaching this course.

#	Topics and examinations:
1	Concepts of new products and new services
2	Development processes of new product/new service
3	Market opportunities identification for a new product
4	Ideation – market driven and technology driven
5	New product concept design
6	New product prototype and testing
7	Value creation for a new product
8	Diffusion of innovation
9	Marketing strategies for a new product
10	Marketing plan for a new product
Other suggested topics that may be covered	Conjoint analysis for a new product development
	Product life cycle and long-term marketing plan for a new product
	Barriers to innovate: Cannibalization
	Managing speed of new product new product development
	Creating and managing brand identity for a new product/ new service

The course consists of lectures by instructors, in-class exercises and team-based projects. The lectures aim to help students understand basic terms, concepts and methodologies, and exercises and projects to help students develop application and critical thinking skills.

6. Methods of Instructions:
   There must be at least one major project in the course:
   - The group project should revolve around a real business company where students work in teams to apply what they have learned in class to develop a marketing plan.

   Additional active learning tasks that can also be used in the course include:
   - Participation (in-class) exercises that involve group work.
   - Participation in class discussion
   - Written group assignment
   - Case analyses
   - Simulations
   - Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition.

Textbook:

There is no standardized text for MKTG492. Any text that covers the required topics listed above may be utilized. Some examples of the texts that are used include:

- Crawford and Di Benedetto, New Products Management, McGraw Hill
- Mohr, Sengupta, and Slater, Marketing of High-technology Products and Innovations, Pearson

7. Instructional Policies[1]:

- Grading Policy:
  - o Final course grades shall be based on at least three (3), and preferably four (4) or more, demonstrations of competence by the student. In no case shall the grade on any single demonstration of competence count for more than one-third of the final course grade. See academic senate policy (http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2005/07/)

- Policy on Classroom Behavior:
  - o All cell phones & other electronic devices (e.g., pagers, iPads, iPods, PDAs) must be put on vibrate or turned off and not on your desk during class.
  - o Students are responsible for what transpired if they miss a class. It is the student's responsibility to contact the instructor or a classmate to determine what was missed. See "Policy on Make-up Exam and Assignments" below.
  - o Talking and other disruptive behavior are not permitted while classes are in session.
  - o Students are expected and must do ORIGINAL work for all assignments, including exams. See "Academic Integrity" policy below.
  - o It is the student's responsibility to notify the professor in advance of a need for accommodation of a disability that has been verified by the University.

- Policies on Withdrawal, Late Withdrawals, and Incompletes:
  - o The University policy on dropping and withdrawal from classes is set forth in the schedule of classes. Students are obligated to officially withdraw from their courses even though they may not have attended. Withdrawals require the signature of the instructor, the chairperson, and the Dean of the CBA.

- Academic Integrity:
  - Students are expected to do original work for all assignments, including exams. Students are responsible for their own conduct and all cases of dishonesty (e.g., plagiarism, cheating) will be reported to the proper university officials. Students are expected to adhere to CBA (http://www.csulb.edu/colleges/cba/dean/academic-integrity/) and University policies regarding Academic Integrity (http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/). Please avoid an embarrassing or unfortunate situation.

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[1] Please refer to the university website for the latest policy.

- Campus Computer/Network Usage:
  - Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the "Policy Governing Access to and Use of CSULB Computing Resources". These guidelines apply to all computing resources provided by the University; some guidelines are more directly related to time sharing systems, some to microcomputers and local area networks, and some to all systems.
- Disabilities:
  - Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.