



SDNY BUSN 3385

Creative Thinking in New Product & Service Development

CAPA SYDNEY PROGRAM

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 product 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.

Course Aims

On successful completion of this course, students will be able to:

- Understand the new product development process;
- Explore creative ways to reveal unmet consumer needs;
- Deploy creative techniques to create innovative new product & service concepts;
- Appreciate creative ways to commercialize new product and service ideas.

Requirements & Prerequisites

This course does not require students to have undertaken prior courses in new product development. However, it does assume that students have some prior knowledge about marketing. Some basic understanding of marketing principles, marketing strategy and marketing communications would be an advantage. The course work on new product development is largely independent of marketing discipline knowledge, except for the commercialisation phase. However, key concepts such as segmentation, targeting and positioning and marketing communications are discussed as part of the lecture materials. Students should supplement their learning on key marketing concepts through other text resources to familiarise themselves sufficiently with basic theories, concepts, driving principles and terminology.

Learning Outcomes

Students should have developed their ability to:

- (a) Reframe problems to identify innovative opportunities for new product and service development;
- (b) Experiment with different tools and techniques to generate innovative new product and service concepts;
- (c) Analyse and interpret consumer response to a new product or service concept as a measure of predicted in-market sales performance;
- (d) Formulate and plan effective commercialisation strategies for new products and services to optimise their potential to deliver growth to the firm;
- (e) Experiment with different sales and profit forecasting techniques.

Class Methodology

This course is taught using a combination of formal lectures, interactive learning activities, group project workshops and informal interactive discussions conducted online. Through new product and service examples, creative ideation techniques, and case study analysis, students will be actively engaged in the development of creative new products and service ideas through a five phased process of opportunity identification, concept development, concept testing, design, and commercialisation.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the research paper assigned in this course.

Assessment and Grading

There are five assessment items in this course: a Mid-Semester Examination, a My Global City task, Group Project, Final Examination and Participation. The two examinations are closed book individual assessment items, the My Global City and participation tasks are also individual assessments, while the major paper is a group assessment item.

Task	Assessment	Grade (%)	SLO
1.	Mid-Semester Examination	20%	a, b, c
2.	My Global City	10%	a, b
3.	Group Project	30%	a, d, c, d, e
4.	Final Examination	30%	a, b, c, d, e
5.	Participation	10%	a, b, c, d, e

Mid-Semester Examination (20%)

The Mid Semester Examination will comprise 40 multiple-choice questions covering Sessions 1-5 materials from the lecture series, interactive discussion questions and the set readings. Duration – 1 hour.

My Global City (10%)

There is one co-curricular My Global City event (activity which the student selects and carries out independently) that accounts for 10% of the total grade in this course. Students should select which My Global City activity they wish to undertake reflecting on the task from a new product & service development perspective. The lecturer of this course can help you identify the most appropriate activity. For that activity, a two-page reflective summary should be submitted. Your report for the field activity is due in session 8.

By example, activities that you may choose could include:

- Visit to Manly or Bondi Beach (to identify how you 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 (30%)

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:

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

Final Examination (30%)

The Final Examination (to be held in Session 12 in the lecture) will comprise several compulsory questions covering 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. Duration – 2 hours + 10 minutes reading time.

Participation (10%)

Participation is a vital part of your grade. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Assessment of participation by the lecturer is based on a 'mixed' quantitative/qualitative criteria i.e. the amount of participation will be considered x the quality of the participation (the quality of comments in terms of insights, and evidence of critical thinking).

The success of this course is to a substantial extent dependant on student participation. Hence an emphasis is placed on student participation in this course, and participation is an assessable item. It is expected that participation will take several forms:

- Participating in questions posed on the discussion board;
- Completing and responding to class activities;
- Analysing and discussing case study set questions;
- Being the spokesperson for your group in discussions around your innovation project assessment.

Please review the following table as a guide:

Grade	Discussion	Reading
A range	Outstanding: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Grading Criteria

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Academic Handbook.

Course Materials

There is no set textbook for this course. Instead, a set of readings will be supplied. These include selected chapters from different textbooks, academic journal articles, industry articles from newspapers and industry magazines, and websites.

The required readings appear below in the table in the next section. The expectation is that students will read them prior to the following week's lecture and interactive discussion.

In addition, in the online environment students will gain access to useful sources of inspiration to creating and identifying creative innovations from around the globe.

Library and research facilities

Information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

Weekly Schedule

The following schedule details the topics that will be delivered in a sequential order during the CAPA semester, the interactive activities that will be undertaken at each of the sessions, and details relating to assessable items in the course. A document detailing the interactive discussion questions relating to each specific topic will be distributed at the session dealing with that topic. It is strongly recommended that the set readings be undertaken prior to attending the relevant session in order to maximise personal learning, and individual academic performance.

Session	Topic	Activity	Readings
Session 1	Introduction to creativity in new product & service development	Course Overview / Lecture Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapters 1 & 2
Session 2	Opportunity identification	Lecture / Class Activities Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 3 Bart, C. K. (2002). Product innovation charters: mission statements for new products. <i>R&D Management</i> , 32(1), 23-34
Session 3	Creative approaches to concept generation	Lecture / Group Project Workshop Groups to share areas of opportunity in online discussion board	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 4 Christensen, C. M., Raynor, M. E., & McDonald, R. (2015). What is disruptive innovation. <i>Harvard business review</i> , 93(12), 44-53. Jensen, D. (2009). Techniques to Enhance Concept Generation and Develop Creativity. <i>Age</i> , 14, 1. Michalko, M. (2006). <i>Thinkertoys: A handbook of creative-thinking techniques</i> . Random House Digital, Inc. De Bono, E. (2017). <i>Six thinking hats</i> . Penguin UK.

Session 4	Analytical approaches to concept generation	Lecture / Class Activities Mid Semester Exam Briefing Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapters 6 & 7 Goldenberg, J., Mazursky, D., & Solomon, S. (1999). Toward identifying the inventive templates of new products: A channelled 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.
Session 5	Creative approaches to concept testing	Lecture / Group project workshop Groups to share areas of concept in online discussion board	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 9 Dahan, E., & 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.
Session 6	Commercial & technical evaluation of innovative ideas	Lecture / Class Activities Mid Semester Exam Groups to share concept board in online discussion board	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 10
Session 7	Sales forecasting of new product ideas	Lecture / Class Activities Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 11
Session 8	Prototype development & product-use testing	Lecture / Class Activities My Global City Task Due Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapters 13 & 15
Session 9	Commercialisation of the winning innovation	Lecture / Class Activities Major Paper Due Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 16
Session 10	Market testing	Lecture / Group project workshop Seminar Discussion Questions	Crawford, M., and Di Benedetto (2020), <i>New Products Management</i> . Chapter 18
Session 11	Contemporary issues in new product and service development	Lecture / Course Review Group Project due	Weyrauch, T., & Herstatt, C. (2017). What is frugal innovation? Three defining

		Final Exam Discussion Seminar Discussion Questions	criteria. <i>Journal of frugal innovation</i> , 2(1), 1. Chesbrough, H. W., & Garman, A. R. (2009). How open innovation can help you cope in lean times. <i>Harvard business review</i> , 87(12), 68-76.
Session 12	Final Examination	Course Debrief	No Readings

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is

unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one session after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.