

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester B 2019 /20**

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**Part I Course Overview**

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| <b>Course Title:</b>   | <b>Product and Service Innovation Management</b>  |
| <b>Course Code:</b>  | <b>MGT 3422</b>   |
| <b>Course Duration:</b>                                      | <b>1 semester</b>   |
| <b>Credit Units:</b>   | <b>3 hours</b>  |
| <b>Level:</b>  | <b>Undergraduate (B3)</b>   |
| <b>Proposed Area:</b><br><i>(for GE courses only)</i>        | <input type="checkbox"/> Arts and Humanities<br><input type="checkbox"/> Study of Societies, Social and Business Organisations<br><input type="checkbox"/> Science and Technology |
| <b>Medium of Instruction:</b>                                | <b>English</b>  |
| <b>Medium of Assessment:</b>                                 | <b>English</b>  |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | <b>FB2300 / CB2300 Management</b>   |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | <b>Nil</b>  |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | <b>Nil</b>  |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | <b>Nil</b>  |

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

- 1.1 Discover and understand the basic concepts in new product design and development.
- 1.2 Discover and assess the special requirements of developing new products as opposed to mature products.
- 1.3. Discover and assess market environments for new product opportunities, screen and select potential new product ideas.
- 1.4 Discover, plan, undertake and evaluate the demand for new product concepts.
- 1.5 Discover, develop, implement and evaluate a new product concept.
- 1.6 Discover, develop, present and defend a new product proposal in order to gain sponsorship from a Hong Kong company.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs <sup>#</sup>  | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|-------------------------------|---|----|----|
|     |   |                               | A1  | A2 | A3 |
| 1.  | Discuss the importance of developing new products and services  |                               | ✓   |    |    |
| 2.  | Analyze, evaluate, and describe a basic process for innovating products and services                              |                               |   |    | ✓  |
| 3.  | Describe, evaluate, compare and contrast ways of screening new product and service ideas                          |                               |   | ✓  |    |
| 4.  | Explain and solve numerous challenges that today's organizations might face in evaluating their new product ideas |                               |   | ✓  |    |
| 5.  | Describe, evaluate, compare and contrast ways of the formation of new product/service development teams.          |                               |   |    | ✓  |
|     |   | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong

*sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: *Ability*

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: *Accomplishments*

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

*(TLAs designed to facilitate students' achievement of the CILOs.)*

| TLA     | Brief Description  | CILO No. |   |   |   |   |  | Hours/week<br>(if applicable) |
|---------|--|----------|---|---|---|---|--|-------------------------------|
|         |  | 1        | 2 | 3 | 4 | 5 |  |                               |
| Seminar | Lectures about the details about the importance of new product development (NPD), case examples of developing services versus products   | ✓        |   |   |   |   |  | <b>Total hours:<br/>39</b>    |
|         | Lectures about the details about the new product development (NPD) process, case examples of how the NPD process can be applied services versus products.                                |          | ✓ |   |   |   |  |                               |
|         | Lectures about new product/service idea screening, case examples of new product/service screening, role plays requiring students to evaluate why to screen ideas and how to screen them  |          |   | ✓ |   |   |  |                               |
|         | Lectures about critical internal and external success factors, role plays requiring students to evaluate and compare and contrast critical success factors                               |          |   |   | ✓ |   |  |                               |
|         | Lectures about new product development teams, case examples, role plays about forming a new product development team, being part of a team, managing conflicts and reaching a consensus. |          |   |   |   | ✓ |  |                               |

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities  | CILO No. |   |   |   |   | Weighting* | Remarks |
|--|----------|---|---|---|---|------------|---------|
|  | 1        | 2 | 3 | 4 | 5 |            |         |
| <b>Continuous Assessment: 70%</b>  |          |   |   |   |   |            |         |
| <u>Reflection &amp; classworks</u><br>Individual reflection and classworks that require students to understand and assess new product development process. | ✓        | ✓ | ✓ | ✓ | ✓ | 20%        |         |
| <u>In-class discussion</u><br>Actively participating in class discussion & role plays outlined in TLAs above.  | ✓        | ✓ | ✓ | ✓ | ✓ | 20%        |         |
| <u>Final Project &amp; Presentation</u><br>Group project that require students to manage the components of the NPD process for a new product.              | ✓        | ✓ | ✓ | ✓ | ✓ | 30%        |         |
| <b>Examination: 30%</b> (duration: 2 hours , if applicable)  |          |   |   |   |   |            |         |
| <i>* The weightings should add up to 100%.</i>   |          |   |   |   |   | 100%       |         |

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

| Assessment Task              | Criterion   | Excellent<br>(A+, A, A-)   | Good<br>(B+, B, B-)   | Fair<br>(C+, C, C-)   | Marginal<br>(D)  | Failure<br>(F)                     |
|------------------------------|---|--|---|---|--|------------------------------------|
| 1. Reflection and classworks | Ability to describe, analyze and evaluate a basic process for new product development; ability in writing structured text | Student demonstrates excellent understanding in grasping content knowledge (and sometimes more than required) with good explanations and elaboration. Students are able to follow instructions and completes the works all of the time | Student demonstrates good understanding in grasping most of the content knowledge. Student is at ease with the content but occasionally missing explanations and elaboration. Students are able to follow most of the instructions and completes the works most of the time | Student demonstrates fair understanding and able to grasps some of the content knowledge. Student is uncomfortable with information and is able to answer only rudimentary question. Students are able to follow some of the instructions only and completes the works some of the time | Student shows difficulty in understanding and does not have a grasp of information. Student cannot answer a majority of questions about subject. Student has great difficulty in following instructions and unable to complete the works most of the time. | Student fails to submit the works. |
| 2. In-class discussion       | Contributing constructive ideas in the class; asking questions; punctuality in attending classes                          | Student is always punctual and attends full-time with no missing attendance. Student proactively contributes to class by offering ideas and asking questions more than once per  | Student is always punctual and attends full-time with only a few days late and/or missing attendance (less than 70%). Student contributes to class by offering ideas and asking   | Student shows difficulty in arriving class on time and with some missing attendance. Student occasionally contributes to class by offering ideas and asking questions. Student is quiet and not focused in class  | Student is always late in arriving class on time and with numerous missing attendance. Student never contributes to class and do not offer ideas or ask question. Almost most of the time, student is quiet and not focused most of the time. Student      | Student fails to attend class.     |

|                                   |  |  |   |  |   |  |
|-----------------------------------|--|--|---|--|---|--|
|                                   |  | <p>class. This could be in group work, to the teacher only, or in the whole class sharing. Student always listens when others talk, both in groups and in whole class sharing. Student incorporates and builds off the ideas of others in assignments and/or discussion. Student is always prepared for class with assignments and required class materials. Student almost always displays facilitative behaviour during class.</p> | <p>questions once per class. This could be in group work, to the teacher only, or in the whole class sharing. Student listens when others talk, both in groups and in whole class sharing most of the time. Student can occasionally incorporate and build off the ideas of others in assignments and/or discussion. Student is mostly prepared for class with assignments and required class materials. Student displays some facilitative behaviour during class.</p> | <p>sometimes. Student sometimes listens when others talk, both in groups and in whole class sharing. Student rarely incorporate and build off the ideas of others in assignments and/or discussion. Student is rarely prepared for class with assignments and required class materials. Student may occasionally displays disruptive behaviour or disturbing behaviour in class.</p> | <p>rarely listens when others talk, both in groups and in whole class sharing. Student does not incorporate and build off the ideas of others in assignments and/or discussion. Student is mostly unprepared for class with assignments and required class materials. Student almost always displays disruptive or disturbing behaviour during class.</p> |  |
| <p>3. Final project (written)</p> | <p>Original thinking; understanding in new product development; analytical skills and creativity; ability in writing structured reports and making presentations</p> | <p>Demonstrate in-depth knowledge and understanding of new product development and its contemporary relevance from the case. The work shows excellent theoretical / conceptual depth</p>   | <p>Demonstrate average knowledge and understanding of new product development and its contemporary relevance from the case. The work shows good theoretical /</p>   | <p>Demonstrate fair knowledge and understanding of new product development and its contemporary relevance from the case. The work shows fair theoretical / conceptual depth</p>  | <p>Demonstrate inadequate knowledge and marginal understanding of new product development and its contemporary relevance from the case. The work barely shows theoretical / conceptual depth</p>  | <p>Demonstrate lack of knowledge and marginal understanding of new product development and its contemporary relevance from the case. The work does not show theoretical / conceptual depth analysis and no</p> |

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|--|--|--|--|---|---|---|
|  |  | <p>analysis including the use of appropriate models / conceptual frameworks learnt from the course. The work shows additional well researched up-to-date materials, examples, or facts used from an extensive range of quality business and academic sources. Originality of ideas and summary based on thoroughly grounded valid and well supported arguments. The paper is professionally written, with well-structured and logically-sequenced piece of work and extensive use of proper terminologies required in business report writing. The majority of work is student's own</p> | <p>conceptual depth analysis including the use of appropriate model / conceptual framework learnt from the course. The work shows good researched up-to-date materials, examples, or facts used from a range of quality business and some academic sources. Originality of ideas and summary based on thoroughly grounded some good supported arguments. The paper has a logically-sequence with some good use of business terminologies required in business report writing. The majority of work is student's own work with sentences are generally grammatically correct, with minor syntax</p> | <p>analysis including t few use of appropriate model / conceptual framework learnt from the course. The work shows few researched up-to-date materials, examples, or facts used from a narrow range of quality business and few academic sources. Originality of ideas and summary based on personal opinions with few support of data. The paper has a vague logically-sequence with a few use of business terminologies required in business report writing. The majority of work is student's own work with some grammatical and syntax errors found in the sentences. There is inadequate documentation of reference materials conducted throughout the paper and/or in the form of reference</p> | <p>analysis and no active attempt to apply appropriate model / conceptual framework learnt from the course. The work shows minimal efforts in researching up-to-date materials, examples, or facts. There is sparse evidence showing data and facts use from either quality business and/or academic sources. Originality of ideas and summary are mostly based on personal opinions with very minimal support of data. The paper shows problems in organizing points in a logically-sequence with almost no use of business terminologies required in business report writing. The majority of work is student's own work with substantial grammatical and syntax errors found in the sentences. There is some missing documentation of reference materials conducted throughout the paper and/or in the</p> | <p>attempt to apply appropriate model / conceptual framework learnt from the course. The work no effort made in researching up-to-date materials, examples, or facts. There is s no evidence showing data and facts use from either quality business and/or academic sources. Originality of ideas and summary are mostly based on personal opinions with no support of data. The paper shows severe problems in organizing points in a logically-sequence with no use of proper business terminologies required in business report writing. The majority of work is with substantial grammatical and syntax errors found in the sentences. There is no documentation of reference materials conducted throughout the paper and/or in the form of reference list.</p> |
|--|--|--|--|---|---|---|

|                                 |  |   |   |   |   |   |
|---------------------------------|--|---|---|---|---|---|
|                                 |  | work with sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are conducted adequately throughout the paper and in the form of reference list.   | errors. Documentation of reference materials are conducted adequately with a few errors made throughout the paper and in the form of reference list.  | list.   | form of reference list.   |   |
| 4. Final project (presentation) |  | Interesting and suitably complex account of new product development. The presentation demonstrates original thought that goes well beyond standard resources / references / concepts. The presentation shows breadth and depth of the content in response to the questions with sufficient evidence support. On-time submission and professional outlook of | The presentation shows logical progression and possibly new and original insights. Most relevant points drawn from prevalent models or conceptual frameworks, uses appropriate structure and examples to tackle issues with convincing arguments and discussion. Part of the presentation shows some breadth and depth of the content in response to the questions with | Presentation describes the team's experience reasonably. There are some relevant points drawn from prevalent models or conceptual frameworks. Presents enough to describe what the issues are about. Some relevant points but describes the team's experience in a superficial manner. Uses a few mainstream references and sometimes applies correct concepts. Evidence of grasp | Presents enough to describe what the issues are about. Very few relevant points but describes the team's experience in a superficial manner. Uses minimal mainstream references and correct concepts. The presentation lack of breadth and depth of the content in response to the questions with only very few points with evidence support. On-time submission but marginal quality outlook of presentation materials with numerous grammatical and | Presentation content does not meet the minimum requirements. Presentation group does not present on time and/or fail to submit the materials on time. |



|  |  |   |  |  |   |  |
|--|--|---|--|--|---|--|
|  |  | <p>presentation materials with no grammatical and syntax errors. Excellent presentation and teamwork skills (including language proficiency eye-contact with audience, verbal delivery &amp; cooperation among members). There is high level of audience engagement maintained by the presenting group . The presentation shows effective and creative use visual aids and excellent time management.</p> | <p>some evidence support. On-time submission and good outlook of presentation materials with minor grammatical and syntax errors. Good presentation and teamwork skills (including language proficiency eye-contact with audience, verbal delivery &amp; some cooperation among members). There is some audience engagement maintained by the presenting group. The presentation shows effective use visual aids and good time management.</p> | <p>of issues but has some difficulty in drawing conclusions or engaging in critical analysis. A small part of the presentation shows some breadth and depth of the content in response to the questions with some evidence support. On-time submission but fair outlook of presentation materials with grammatical and syntax errors. Fair presentation and teamwork skills (including fair language proficiency some eye-contact with audience, verbal delivery &amp; some cooperation among members). There is few audience engagement maintained by the presenting group. The presentation shows fair use visual aids and reasonable time management.</p> | <p>syntax errors. Marginal presentation and teamwork skills (including problematic language proficiency, almost no eye-contact with audience, poor verbal delivery &amp; almost no cooperation among members). There is almost no audience engagement maintained by the presenting group. The presentation shows primary use visual aids and problematic time management.</p> |  |
|--|--|---|--|--|---|--|

|             |   |  |   |   |   |  |
|-------------|---|--|---|---|---|--|
| Examination | Ability to understand, analyze, and apply key concepts learnt in the course | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base in the subject matter. | Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter. | Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress. | Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. |
|-------------|---|--|---|---|---|--|

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

The role of new products and services in firm performance. New product development processes. The role of customers in new product development. New product concept generation, screening and selection. Concept and Product Design and Testing. Marketing of new and high-technology products. Functional interaction in new product development. Developing new services. Learning and human resources management issues in new product management. Cross-cultural issues in management of new products.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

|    |   |
|----|---|
| 1. | C. M. Crawford and C. Anthony Di Benedetto, <b>New Products Management</b> , McGraw Hill. (2015). |
|----|---|

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

|    |                                      |
|----|--------------------------------------|
| 1. | To be announced in the first session |
|----|--------------------------------------|