

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Designing and Developing Innovatives Products

**Course Code:** MKT4652

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** CB2601 Marketing  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** IS4940 Global Technology Entrepreneurship and Innovation  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course aims to assist students to acquire skills in designing and developing innovative products and services. Agile and scrum approaches in prototyping and product development will be discussed. Examples of successful and failing cases in Hong Kong, China and the global market will be illustrated.

### 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* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the importance of designing and developing innovative products in the business context		✓		
2.	Apply creative and design thinking skills in identifying opportunities for innovative products and services.				✓
3.	Manage the process of designing and developing innovative products with applications of various technologies			✓	✓
4.	Working productively and effectively with people who are creative in different levels and senses as a team.			✓	
		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 (if applicable)
		1	2	3	4	
1. Seminars	Theories, concepts and different techniques of designing and developing innovative products will be covered	✓	✓			
2. Class Discussion	Students will discuss the successful and failing new product cases, and gain hands-on experience of identifying opportunities in designing and developing innovative products and services.	✓	✓	✓	✓	
3. Project Presentations	Groups are required to design an innovative product or service and illustrate their knowledge in product development process. The innovative product or service should be proved to be technically feasible and commercially viable by various testings.	✓	✓	✓	✓	

#### 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		
Continuous Assessment: 70%						
1. Class Activities Attend and participate in class discussions to gain knowledge and practice of the innovation management and product development process and skills, and learn how to apply them in designing products. Discussion includes raising questions in the class and after the presentations, and sharing of results and experience from the situations discussed in the classes. It is an assessment of individual performance.	✓	✓	✓		20%	
2. Project Presentation Design and present the new product of a specific innovative business idea orally within certain time limit and answer questions raised by the class. It is a group assessment with peer evaluation adjusting the group marks to be distributed among group members.	✓	✓	✓	✓	20%	
3. Project Report Explain the product of a specific innovative business idea in written form. It is a group assessment with peer evaluation adjusting the group marks to be distributed among group members.	✓	✓	✓	✓	30%	
Examination: 30% (duration: 2 hours)						
4. Examination Examination will be arranged to assess students' understanding and ability to apply subject-related knowledge learned in class, textbooks and required reading materials.	✓	✓	✓			
					100%	

\* The weightings should add up to 100%.

#### Regulation of the course:

Students need to meet the attendance requirement of the Dept. of Marketing for the completion of the course.

## 5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Activities	1.1 ABILITY to PRESENT and ANALYSE issues	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 CAPACITY to PARTICIPATE in class discussion	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Project Presentation	2.1 ABILITY to communicate the plan in oral format	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 CAPACITY to COVER the main content and MANAGE the time	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3 CAPACITY to ANSWER the questions raised	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Project Report	3.1 ABILITY to INTEGRATE major concepts	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 ABILITY to APPLY the concepts and suggest a product for an innovative business idea.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.3 ABILITY to PRESENT the business plan in written format	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Examination	4.1 ABILITY to APPLY design thinking in managing an innovative business idea	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4.2 ABILITY to DESIGN the product of innovative ideas	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4.3 ABILITY to DEVELOP strategies to commercialize innovative business ideas	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

**1. Keyword Syllabus**

Creativity; Innovation; Design Thinking, Value Proposition, Startup, New Product Development Processes, Concept Generation, Concept Selection, Perceptual Mapping, , Concept Testing, Prototype, Market Testing, Commercialization, Agile, Scrum

**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. Merle Crawford, “New Products Management”, 11 <sup>th</sup> edition, McGraw-Hill, 2014.
2.	Karl T. Ulrich & Steven D. Eppinger, “Product Design and Development”, 6 <sup>th</sup> edition, Irwin, 2015.

**2.2 Additional Readings**

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

1.	Clayton M. Christensen, and Michael Raynor, “The Innovator's Solution: Creating and Sustaining Successful Growth”, Harvard Business Review Press, 2013.
2.	Alexander Osterwalder, “Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers”, Wiley, 2010.
3.	Steve Blank, “The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company”, K & S Ranch, 2012.
4.	Tim Clark and Alexander Osterwalder, ” Business Model You: A One-Page Method For Reinventing Your Career”, Wiley, 2012.
5.	Patrick Van Der Pijl & Justin Lokitz, “Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation”, Wiley, 2016.
6.	Eric Ries, “The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses”, Crown Business, 2011.
7.	Larry Keeley & Helen Walters, “Ten Types of Innovation: The Discipline of Building Breakthroughs”, Wiley, 2013.
8.	Clayton M. Christensen, “Competing Against Luck: The Story of Innovation and Customer Choice”, Harper Business, 2016.
9.	Dan Olsen, “The Lean Product Playbook: How to Innovate with Minimum Viable Products and Rapid Customer Feedback”, Wiley, 2015.
10.	Kenneth B. Kahn, “The PDMA Handbook of New Product Development”, 3 <sup>rd</sup> edition, Wiley, 2012.
11.	Jeff Patton, “User Story Mapping: Discover the Whole Story, Build the Right Product”, O'Reilly Media, 2014.
12.	Alexander Osterwalder, “Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers”, Wiley, 2010.
13.	Alexander Osterwalder, “Value Proposition Design: How to Create Products and Services Customers Want”, Wiley, 2014.