



# MKTG312

## New Venture Marketing and Business Development

S1 Day 2016

*Dept of Marketing and Management*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Research and Practice</u>	11

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Scott Koslow

[scott.koslow@mq.edu.au](mailto:scott.koslow@mq.edu.au)

Contact via [scott.koslow@mq.edu.au](mailto:scott.koslow@mq.edu.au)

E4A 639

Monday 3-4 pm

Tutor

Stephen Burke

[stephen.burke@mq.edu.au](mailto:stephen.burke@mq.edu.au)

by appointment

Tutor

Nicholas Ridid

Aron O'Cass

[aron.ocass@mq.edu.au](mailto:aron.ocass@mq.edu.au)

Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

### Unit description

This unit emphasises leadership for entrepreneurs and new product managers in innovative firms. Many organisations today are developing into flatter and more flexible structures so marketers need to acquire skills needed by entrepreneurs in start-up ventures. Both entrepreneurs and product development managers are responsible for marketing strategy and implementation. They live or die by their sales and bottom-line results. They are expected to champion new product and process innovations. Both must have multi-functional skills and be able to understand and manage all aspects of the new product development process. This unit prepares students to envision, develop, launch, and manage new products. It is most appropriate for students interested in innovative organisations, for students interested in working for start-ups, and for students who want to be entrepreneurs who start their own ventures. The key emphasis is how to (1) get a creative idea and turn this into an innovation, that is, manage it from conception to market; (2) have hands-on leadership skills required in this multi-functional idea generation and implementation process, that will enable students to conceive, develop, evaluate and implement innovative marketing strategies; and (3) to provide theories, frameworks, cases and examples relating to the management of critical aspects of strategic marketing activity.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the new product development process from a creative perspective

Know how to enhance quality of new product development process

Show the ability to apply divergent and convergent thinking techniques

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Case Analysis, first 5 cases</a>	35%	No	Weekly 24/3 to 5/5
<a href="#">Case Analysis, last 5 cases</a>	35%	No	Weekly 12/5 to 9/6
<a href="#">Creative Portfolio</a>	30%	No	7 June, 11pm

### Case Analysis, first 5 cases

Due: **Weekly 24/3 to 5/5**

Weighting: **35%**

For each of the five case, there are two components of marking, case participation and case write-up. You will receive the higher of the two marks (calculated on a case-by-case basis. Be aware, however, that for most people the higher mark will be their case write-up. Your lowest case mark will be dropped; your best four will be retained. You CANNOT trade off the dropped cases between the first 5 and last 5 case analyses--each works separately. Because being present for and taking part in the case discussions is an important part of case learning, you will need to sign in every case day and this information will be passed on to your tutor.

### Participation

The case participation method of assessment is composed of the lecturer's weekly assessment of the students' oral contributions to case discussions. Please note that a participation mark assesses the QUALITY of student input not the QUANTITY! That is, oral case comments that provide fresh insights, give analysis and synthesis of case material, and provoke further thought and discussion are rewarded highly, whereas comments that simply repeat case facts without going any further are not rewarded. Also, students often misunderstand that their participation mark is based on their best contributions, not their average contribution. For example, after each case discussion, students who make high quality comments are recorded as having 'high' or 'very high' levels of performance. Usually, not more than 25% of the class receives a 'high' or 'very high' mark in any particular week.

### Write-up

You will write up prep-work and post-work for the first 5 cases we will discuss in lecture. Prior to the case, you need to write up a brief (250 word) discussion of the following points:

- Analyse the one or two main issues or problems you see in the case
- Explain how you would remedy the above issues or problems

You are recommended to use those above two dot-points as headings in your write up. This will be turned in on line by 11 pm the night before the case (e.g., Wednesday). At the end of the case discussion, the lecturer will sum up the case and explain his motivations for using it. A strong recommendation is made to look at the textbook chapters for the topic and incorporate appropriate material from the textbook in your prep-work.

You then have until 11 pm Sunday night to turn in a second piece of assessment for the case and this one will be marked. You are to include a cut and paste of the your prep-work at the first part of the document and then you write an additional 250 words to address the following issue:

- From the discussion, what did you learn about the case or marketing in general? Tie in your initial position and use examples from the discussion to illustrate your learning.

Again, use the above dot-point as the headings in your write up. The tutor will mark this second document by first reading the prep-work and then the post work. Approximately one third the mark will come from the prep-work, and two thirds from the post work. However, you must turn in BOTH pre- and post-work to get ANY credit.

Marks are applied on two dimensions: appropriateness and originality. For an unoriginal case write up that largely addresses the summation of the lecturer at the end of the case, the typical range of marks will be 40 to 65 out of 100. Those answers that focus on case facts (knowledge) will get marks in the range of 40, but those that focus on higher level thinking skills like analysis or synthesis will get more marks, 60 or 65 respectively. To get marks above 65, one will have to show some originality.

The range of originality levels ranges from the lowest level, called "unoriginal", and moves slightly up to "personalised" which can gain marks around 45 for knowledge-oriented answers and up to 90 for synthesis-oriented answers. The next level up is "unusual" which gives 50 marks for knowledge-oriented answers but synthesis-oriented work has a maximum mark of 100 marks plus an additional overall mark for the unit.

Late Assessments: No extension will be granted. Student who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for disruption of studies is made and approved.

On successful completion you will be able to:

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process

## Case Analysis, last 5 cases

Due: **Weekly 12/5 to 9/6**

Weighting: **35%**

This assessment component follow the same format as Case Analysis, first 5 cases, but applies to the last 5 cases.

On successful completion you will be able to:

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process

## Creative Portfolio

Due: **7 June, 11pm**

Weighting: **30%**

Each individual is required to provide a two thousand word (not including appendices) write-up on what they learned while developing their creative portfolio. The ideas in the portfolio are not graded, only the discussion of the learning experience and how your knowledge of the creative thinking process and a critical analysis of the various concepts taught within this paper were integrated in that portfolio development process. There will be several parts to the write up:

- Summary of portfolio activities
- Why you did what you did
- What those actions affected
- What you learned
- Appendix 1: cut and pastes of weekly self-reflections
- Appendix 2: spreadsheet of weekly scores

### The Creative Portfolio

Each student will develop a creative portfolio, which takes place as part of 10 activities in weeks 3-12 of the unit. Each week, students are assigned a portfolio activity that requires creative thinking. Students are to allocate to the tasks two hours of uninterrupted, high quality attention each week. Then they bring these completed portfolio booklets to class to be exchanged with others, and they are assessed anonymously by fellow classmates. The swapping and scoring of these booklets is the main activity of the tutorials.

By 11pm the following Sunday two more outputs are required: 1) a 250 write up of what they feel they learned from the activity and 2) a spreadsheet of their inputted evaluations. Neither of these components are accessed until the end of the unit—but they must be turned in on time on a weekly basis to get credit.

To be sure everything is anonymous, students will select a secret code name, and all their portfolio work will use their secret code name. Care should be taken by students to protect their own code names from other students, the lecturer and tutors. It is the case that the secret code name has to be revealed to the lecturer at the end of the unit, but only to check that the student has gone to and participated in at least 8 of the 10 activities. This check will only happen after the student has received her or his (unadjusted) mark. Failure to attend and fully participate in at least 8 activities will result in a penalty (adjustment) of 10% for each missed activity.

To debrief the portfolio activities, students will turn in a spreadsheet with all their scores so that the lecturer can do analysis on them and present this in the last session. All identities will continue to be anonymous, using only secret code names. By Sunday 5 June, a full spreadsheet with all the student's data must be turned in so that the lecturer can complete analysis prior to class for the following Thursday's debrief.

Late Assessments: No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted. The debrief on the last day falls is a form of "solutions have been posted" so no further late submissions will be accepted after the start of class for the first Thursday stream.

On successful completion you will be able to:

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process
- Show the ability to apply divergent and convergent thinking techniques

## Delivery and Resources

Cases: 10 Harvard Business School cases, available on iLearn <https://ilearn.mq.edu.au/login/MQ/>

## Unit Schedule

Date	Topic	Case	Reading	Portfolio Activity
3 March	Introduction to Marketing Creativity			No
10 March	Segmentation			No
17 March	The 4 Ps			Yes
24 March	Product Applications I	Emotiv Systems		Yes
31 March	Product Applications II	CVS Health		Yes
7 April	Motivation and Creativity I	The Whiteside Lab		Yes
	Teaching Break			
28 April	Motivation and Creativity II	Barry Riceman at NetD		Yes
5 May	Motivation and Creativity III	Butler, Shine, Stern & Partners		Yes
12 May	Creative Environment I	Creativity under the Gun at Litmus		Yes
19 May	Creative Environment II	Crutchfield Chemical Engineering		Yes
26 May	Clientisma I	e-Types A/S		Yes
2 June	Clientisma II	IDEO Product Development		Yes
9 June	Evaluation and Creativity plus Portfolio Debrief	Wyeth Pharmaceuticals		No

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.



## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process
- Show the ability to apply divergent and convergent thinking techniques

#### Assessment tasks

- Case Analysis, first 5 cases
- Case Analysis, last 5 cases
- Creative Portfolio

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process
- Show the ability to apply divergent and convergent thinking techniques

## Assessment tasks

- Case Analysis, first 5 cases
- Case Analysis, last 5 cases
- Creative Portfolio

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process
- Show the ability to apply divergent and convergent thinking techniques

## Assessment tasks

- Case Analysis, first 5 cases
- Case Analysis, last 5 cases
- Creative Portfolio

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Understand the new product development process from a creative perspective
- Know how to enhance quality of new product development process
- Show the ability to apply divergent and convergent thinking techniques

## Assessment tasks

- Case Analysis, first 5 cases

- Case Analysis, last 5 cases
- Creative Portfolio

## Research and Practice

This unit allows students to learn the latest in academic research into creativity. The lecturer is the best published and most cited researcher in creativity in marketing, with more than a thousand citations. This research influences how he analyses cases and designs portfolio tasks. For more background on his approach, some of his key works include:

O'Connor, Huw, Scott Koslow, Mark Kilgour and Sheila Sasser, (2016), "Do Marketing Clients Really Get the Advertising They Deserve? The Trade-Off between Strategy and Originality in Australian and New Zealand Agencies," *Journal of Advertising*, forthcoming.

Koslow, Scott (2015), "I Love Creative Advertising: What It Is, When to Call for It, and How to Achieve It," *Journal of Advertising Research*, 55 (1), March, 5-8. Lead Article

Sasser, Sheila L and Scott Koslow, (2012), "Passion, Expertise, Politics and Support: Creative Dynamics in Advertising Agencies," *Journal of Advertising*, 41, 3 (fall), 5-17. Lead article

Kilgour, Mark and Scott Koslow (2009), "Why and How Do Creative Thinking Techniques Work?: Trading Off Originality and Appropriateness to Make More Creative Advertising," *Journal of the Academy of Marketing Science*, 37 (3), 298-309.

Sheila L. Sasser and Scott Koslow (2008), "Desperately Seeking Advertising Creativity: Engaging an Imaginative 3 P's Research Agenda," *Journal of Advertising*, 37 (Winter), 5-19. Lead article

Koslow, Scott, Sheila L. Sasser and Edward A. Riordan (2006), "Do Marketers Get the Advertising They Need or the Advertising They Deserve? Agency Views of How Clients Impact Creativity," *Journal of Advertising*, 35, 3 (Fall), 85-104. Runner up for Best Article Award

Koslow, Scott, Sheila Sasser and Edward A. Riordan (2003), "What Is Creative to Whom and Why?: Perceptions in Advertising Agencies," *Journal of Advertising Research*, 43 (March), 96-110.

Stewart, David W. and Scott Koslow (1989), "Executional Factors and Advertising Effectiveness: A Replication," *Journal of Advertising*, 18 (3), 21-32. Winner, Best Article Award