

COURSE OUTLINE: BU5503 Innovation Marketing

Academic Year	2022/2023	Semester	2
Course Coordinator	Assoc Prof Hooi Den Huan		
Course Code	BU5503		
Course Title	Innovation Marketing		
Pre-requisites	No pre-requisites		
No of AUs	3		
Contact Hours	1 hour online pre-recorded videos /materials plus 2 hours discussions in physical classes - unless circumstances require changes. Total of 39 hours (3 hours per session; 13 sessions in total for the semester)		

A) Course Aims

In a rapidly changing, dynamic, uncertain and engaging world, which quite quickly renders various products and services obsolete or irrelevant and new opportunities and challenges arise, organizations need to continuously innovate and come out with new solutions. This is all the more pertinent and urgently needed in an increasingly connected world, where rapid technological innovations continue to proliferate our world and the digital revolution is fast impacting values demanded by customers, offerings by competitors and the way businesses are carried out and product/services are marketed.

The aim of this course is to enable students to learn practical skills and intellectual knowledge of how to market innovations, for sustainable success.

This subject complements the suite of existing marketing and other business subjects that are offered by NBS. It provides yet another avenue for students interested to pursue their career with organisations engaged in innovations or who may wish to have their own start-ups.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Explain the changes affecting the business, including the market and competitive situation
2. Define the types of innovations and describe their implications.
3. Relate to the fundamental innovation marketing principles and concepts
4. Apply useful marketing frameworks for effective innovation marketing
5. Design effective innovation marketing strategies and evaluate them

C) Course Content

1. Course Introduction and the Market-ing Framework
2. Anatomy of changes; Innovation and Innovative Marketing
3. Value Exploration for Communitisation
4. From Product to Customer to Human-centric marketing approaches;
From Positioning to Clarification
5. From Differentiation to DNA Codification
6. Value Engagement through Product co-creation and Currency
7. Value Engagement through Conversation and Communal activation and Commercialisation
8. From Product to Character Branding
9. Marketing Value with Service and Care
10. Innovation Marketing with Humane Entrepreneurship – Enterprise Cycle
11. Innovation Marketing with Humane Entrepreneurship – Humane Cycle
12. Innovation and Transformation
13. Summary

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/ Individual	Assessment Rubrics (Annex A)
1. Individual Marketing Written Report – Real life innovation	ILO1 ILO2 ILO3 ILO4 ILO5	Acquisition of Knowledge	35 %	Individual	Rubric 1 - Acquisition of Knowledge
2. Innovation Marketing Project Group Presentation of a proposed innovation	ILO1 ILO2 ILO3 ILO4 ILO5	Problem Solving and Decision Making Skills	35 %	Group	Rubric 2 - Problem Solving and Decision-Making Skills
3. Individual Innovative Marketing Proposal Presentation	ILO1, ILO3 ILO4	Oral Communications	20 % 10 % for the content (in Rubric 3) and 10% for the Structure and Communication outcome (in Rubric 3)	Individual (10% for the content) Individual (10% for the Structure and Communication outcome)	Rubric 3 – Oral Communications
4. Individual class participation	ILO1 ILO2 ILO3 ILO4	Class Participation	10%	Individual	Rubric 4 - Class Participation
Total			100%		

As the Innovation Marketing Project Group Presentation is based on a team effort, all members of your team will get the same marks for these assignments, unless there are reasons not to. You should bring any concerns about any of the team member(s) (e.g., lack of effort) to the instructor's attention as soon as possible during the preparation period and not when it is quite close to or after the submission deadline, so that these concerns can be addressed.

Peer evaluation is mandatory for all members, unless informed otherwise. See Annex B for the peer evaluation form and the relevant rubric. If a team member scores an **overall average rating of below 3 (i.e., the mean of the average ratings from all other team members)**, your instructor will engage directly with the team members about the issue(s) at hand. If your instructor deems that a team member has not contributed sufficiently after looking into the matter, a penalty will be dealt to the offending team member. This process is to ensure that no student is unfairly accused of not contributing to the team project.

E) Formative feedback

The seminar classes, whether offline and/or online, are designed for you to raise issues and voice your points of view. During some of the class sessions, you will have the opportunity to work on cases or various real life examples and issues with the guidance of the instructors. The instructor will provide qualitative feedback during such class discussions and you should raise any issue that you need more feedback on or further clarification.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<p>Weekly</p> <p>1 hour online learning comprising a mixture of recorded lectures, revisions, video clips, reading materials etc</p> <p>PLUS</p> <p>2 hours weekly class sessions (see announcements in NTU LEARN, for further details)</p>	<p>In line with a “Teach Less, Learn More” philosophy and which is very amenable for the nature of such a subject as Innovation Marketing, a Technology-enabled Learning (TEL) pedagogy will be used for this course.</p> <p>Pre-recorded videos of topics in this subject will be made available through the NTU LEARN platform. Fundamental concepts related to each topic will be covered and real-life applications will be examined through presentations, examples and cases.</p> <p>Students need to access these resources online and they are expected to go through each topic recording at least twice, on a self-learning basis. Discussions will be held in our class for each topic that is covered, to further enrich the students’ theoretical understanding and practical applications and to provide opportunities for students to seek clarifications on any issue.</p> <p>In addition to such video pre-recordings, various online resources relating to Innovation Marketing, will be posted to broaden the student’s knowledge of this subject.</p> <p>Overall, an integrative seminar-style learning approach will be adopted which combines a mixture of e-learning, self-reading, online references, videos, interactive discussions, case studies, presentations, talks and teaching in a seminar setting, to achieve the intended learning objectives. Where appropriate and feasible, experts will be brought in to further enrich the learning experience.</p> <p>As this is a Technology Enabled Learning course, students are expected to undertake a certain extent of self-learning/ revision and online coursework and are expected to read beforehand and prepare for assignments that will be provided from time to time.</p>

G) Reading and References

There is no one compulsory textbook. Students are strongly encouraged to read widely on this topic and from a variety of sources and including but not limited to:

- Academic and academic-practitioner articles eg Harvard Business Review, NBS Asian Business Case centre cases etc
- Articles from various professional publications
- Relevant books
- Write-ups in newspapers and other media
- Videos
- Cases
- Online resources – such as google, blogs etc.

H) Course Policies and Student Responsibilities**(1) General**

You are expected to attend all classes punctually, participate in all class discussions and activities, present and promote your views and complete all assigned pre-class readings and activities and all scheduled assignments by their due dates. Late submissions will be penalised or not graded. You are expected to take responsibility to follow up with course readings, assignments and course related announcements for class sessions that you have missed.

(2) Absenteeism

Absence from your tutorial class without a valid reason will affect your overall participation score. Valid reasons include compassionate leave, falling sick supported by a medical certificate and participation in activities supported by an excuse letter from the relevant bodies and with official approval from the university. Unless it is not possible or feasible, if you need to miss a tutorial class, you must still inform the course instructor via email prior to the start of the class, whether the reason is acceptable for not counting against your participation assessment.

(3) Queries

If you have questions to ask about the assignment requirements or about any subject matter such as clarifications needed on concepts/frameworks/models etc, you are most welcome to contact me.

For matters on which you will be assessed, you will need to exercise the judgement. As such, providing comments or expressing what frameworks or models etc should be put or not put into your submissions etc, would not be appropriate, as that will not be independently assessing your performance and not fair for other students too.

If you have any query, please do allow sufficient buffer time for responses. Let us have at least 24 hours to respond, as we may well have other engagements and commitments and some of these may happen around the same time.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructor

Instructor	Office Location	Phone	Email	Consultation Hours
Hooi Den Huan	S3-1C-74	6790-5562	adhhoi@ntu.edu.sg	By appointment

K) Planned Weekly Schedule			
Week	Topic	ILO	Readings/ Activities
1 Jan 12	<u>Course Introduction.</u> <ul style="list-style-type: none"> • Course introduction • The Market-ing Framework <u>The Market-ing Framework – Sensing and Responding to changes in the market</u> <ul style="list-style-type: none"> • Outlook analysis • Customers • Competitors • Changes in the environment • Company • Marketing architecture • Score-card 	1 & 2	Case/Exercise
2 Jan 19	<u>Anatomy of changes; Innovation and Innovative Marketing</u> <ul style="list-style-type: none"> • The Anatomy of Change • Product, process and service innovation • Incremental and radical innovations • Innovative marketing Strategies • Innovative organisations 	1,2,3 & 4	Case/Exercise
3 Jan 26	<u>Value Exploration for communization</u> <ul style="list-style-type: none"> • Segmentation and communitisation • Community modelling <ul style="list-style-type: none"> ○ Pools ○ Hubs ○ Webs • Community confirmation 	1,2,3,4 & 5	Case/Exercise
4 Feb 2	<u>From Product to Customer to Human-centric marketing approaches and From Positioning to Clarification</u> <ul style="list-style-type: none"> • Connectivity in Product Development • Connecting with the Digital Customer • Doing good by doing well in a Connected world • Customer insight and Customer behaviour • Positioning development • Clarification anatomy 	1,2,3,4 & 5	Case/Exercise

5 Feb 9	<u>From Differentiation to DNA Codification</u> <ul style="list-style-type: none"> • Content, Context and Infrastructure differentiation • Codification of the Brand DNA • Onion model of codification • Symbols and styles • Systems and leadership • Shared values & substance 	1,2,3,4 & 5	Case/Exercise
6 Feb 16	<u>Value Engagement through product co-creation and currency</u> <ul style="list-style-type: none"> • Product and Co-creation • Price and Currency 	1,2,3,4 & 5	Case/Exercise
7 Feb 23	<u>Value Engagement through conversation and communal activation and Commercialisation</u> <ul style="list-style-type: none"> • Promotion and Conversation • Place and Communal activation • Selling and Commercialisation 	1,2,3,4 & 5	Case/Exercise
	<u>RECESS WEEK</u>		
8 Mar 9	<u>From Product to Character Branding</u> <ul style="list-style-type: none"> • Product branding • Brand with a human dimension • Branding and character <ul style="list-style-type: none"> ○ Physicality ○ Intellectuality ○ Emotionality ○ Personability ○ Moral ability 	1,2,3,4 & 5	Case/Exercise
9 Mar 16	<u>Marketing Value with service and care</u> <ul style="list-style-type: none"> • Service and Care • Standard Operating procedures and Values-bases principles • Process and Collaboration 	1,2,3,4 & 5	Case/Exercise

10 Mar 23	<u>Innovation Marketing with Humane entrepreneurship – Enterprise Cycle</u> <ul style="list-style-type: none"> • Envisioning • Enthusiasm • Exploring • Experimentation • Execution 	1,2,3,4 & 5	90l.Case/Exercise
11 Mar 30	<u>Innovation Marketing with Humane entrepreneurship – Humane Cycle</u> <ul style="list-style-type: none"> • Empathy • Equity • Empowerment • Enablement • Ecosystem 	1,2,3,4 & 5	Case/Exercise
12 Apr 6	<u>Innovation and Transformation</u> <ul style="list-style-type: none"> • Driving the Sustainability loop <ul style="list-style-type: none"> ○ Introduction ○ Growth ○ Maturity ○ Crisis ○ Creative destruction ○ Renewal 	1,2,3,4 & 5	Case/Exercise
13 Apr 13	Summary	1,2,3,4 & 5	

ANNEX A: ASSESSMENT CRITERIA FOR ACQUISITION OF KNOWLEDGE (RUBRIC 1)

Learning Objective:

The ability to demonstrate a good knowledge of the fundamental marketing principles and concepts and be able to apply these.

Traits	1 Below Expectation	2 Met Expectation	3 Above Expectation
Knowledge of Fundamental Innovation Marketing Principles and Concepts	Unable to demonstrate a good understanding of the fundamental innovation marketing principles and concepts.	Able to demonstrate a good understanding of the fundamental innovation marketing principles and concepts.	Able to demonstrate a very good understanding of the fundamental innovation marketing principles and concepts.
Ability to apply the fundamental innovation marketing principles and concepts	Unable to apply the innovation marketing principles and concepts to deal with the issue(s)	Able to apply the innovation marketing principles and concepts to deal with the issue(s)	Able to effectively apply the innovation marketing principles and concepts to deal with the issue(s)

ANNEX A: ASSESSMENT CRITERIA FOR PROBLEM SOLVING & DECISION-MAKING SKILLS (RUBRIC 2)

Learning Objective:

The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.

Traits	Performance									
Define the Problem	Not Yet Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.					Substantially Developed Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.				
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Devise Strategies to Solve the Problem	Not Yet Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.					Substantially Developed Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.				
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Evaluate Outcomes	Not Yet Reviews results superficially in terms of the problem defined with no consideration of need for further work.					Substantially Developed Reviews results relative to the problem defined with thorough, specific considerations of need for further work.				
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									

References:

- Pólya, George (1957). *How to Solve It*. Garden City, NY: Doubleday.
- *Rubric for Problem-Solving Strategies - Hostos Community College*. Retrieved from http://www.hostos.cuny.edu/oaa/pdf/genedf09_problem%20solving%20rubric.pdf
- *Problem Solving Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/ProblemSolving.p>

ANNEX A: ASSESSMENT CRITERIA FOR ORAL COMMUNICATION (RUBRIC 3)

Learning Objective:

The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.

Traits		Performance										
Communication Outcome	<ul style="list-style-type: none"> Has a clear message for audience Maximizes likelihood of audience accepting the message Use marketing concepts and frameworks to convince your audience of efficacy of recommendations 	Not Yet Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	Substantially Developed Central message is precisely stated; main points are clearly identified.									
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed											
Design Factors	<u>Structure</u> <ul style="list-style-type: none"> Organises content coherently Signals transitions between points 	Not Yet Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.	Substantially Developed Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.									
		Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed										
	<u>Content</u> <ul style="list-style-type: none"> Presents relevant information Supports main points with strong evidence 	Not Yet Content is erroneous or irrelevant; references and supporting materials are absent. Lack of depth in content and little insights are exhibited. Presentation falls outside set time parameters.	Substantially Developed Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.									
		Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed										

References:

- Garnett, J.L (1992). "Applying a Strategic Model to Government Communication." *Communicating for Results in Government*. San Francisco, CA: Jossey-Bass.
- Munter, M. (2009). *Guide to Managerial Communication*. Upper Saddle River, NJ: Prentice Hall.
- Roger, P.S. & Hildebrandt, H.W. "Competing Values Instruments for Analyzing Written and Spoken Management Messages", *Human Resource Management*; 1993; 32, 1.
- Trevino, L.K., Daft, R.L. & Lengel, R.H. (1990). "Understanding Managers' Media Choices: A Symbolic Interactionist Perspective". *Organizations and Communication Technology*. (eds. Fulk, J. & C. Steinfeld). Sage Publications.

- *Oral Communication Rubrics - Mississippi Gulf Coast Community College*. Retrieved from http://www.mgccc.edu/instruction/rubrics/MGCCC_oral_communication_rubric.pdf
- *Oral Communication Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/OralCommunication.pdf>
- *Rubric for the Assessment of Oral Communication – Valencia College*. Retrieved from <http://valenciacollege.edu/learningevidence/documents/rubrics.pdf>

ANNEX A: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION (RUBRIC 4)

Learning Objective:

The ability to engage constructively and make quality contributions to the class discussion.

Traits	Performance		
	1	2	3
Attendance	Missed more than 2 classes without valid reason	Missed 2 classes without valid reason	Full attendance in class or only missed 1 class without valid reason
Engagement	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Engages fully in class
Contribution Quality	No contributions/ Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions are constructive and insightful

ANNEX A: ASSESSMENT CRITERIA FOR TEAMWORK AND INTERPERSONAL SKILLS RUBRIC (PEER EVALUATION RUBRIC)

Traits	Performance	
<p><u>1. Roles and Responsibility (RR)</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.</p>	<p>Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p style="text-align: center;">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>2. Communication (CM)</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p style="text-align: center;">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>3. Conflict Resolution (CR)</u> Resolves conflicts using a variety of approaches.</p>	<p>Scant Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p style="text-align: center;">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>4. Contributions (CT)</u> Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p>Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed <u>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</u></p>
<p style="text-align: center;">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>5. Relationship (RS)</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p>Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p style="text-align: center;">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		

ANNEX B: NOTES AND SAMPLES**(1) Individual Class Participation (10 marks) – whether online or offline classes**

As the course is based on both individual study and group interactive learning, participation in class discussions is critical and will be assessed throughout the course. This is an important component as it helps to develop analytical thinking, “thinking-on-the-feet”, and enables participants to develop alternative perspectives. It is essential that all participants bring into the classroom their respective experiences, thoughts and viewpoints and share them with one another. Students should not only be present and punctual but should also participate and promote their ideas. Learning from and sharing with each other, provides a great platform to further enhance one’s knowledge.

Rubric 4, as mentioned, will be used as a guide, to grade this assessment component.

(2) Individual Innovative Marketing Proposal Presentation (20 marks) - 10 marks for the content and 10 marks for the Structure and Communications outcome in Rubric 3**Requirements**

Submit a marketing proposal of how to *innovatively market yourself for a job that you seek*.

Your proposal should cover the following areas:

- (i) What
Please specify the name of the organisation, its principal activities, the job including the designation that you seek.
- (ii) Why
Provide reasons for this job that you seek
- (iii) How
Explain how you will **innovatively** market yourself for this job.

Output required – 5 items stated below:

- (i) A written report that covers the three items above (there is no need for any powerpoint slides). Your report can be less than, but not more than eight (8) “typed” double line-spaced pages, with normal margins and font size no smaller than Times New Roman 12 cpi. The suggested page length excludes the cover, contents pages, bibliography (if any) but includes charts, tables, diagrams, pictures, frameworks, etc., if any. This report is for me to assess, from a professor’s point of view.

Items that is needed/helpful to send to a potential employer:

- (ii) Your job application Cover letter
- (iii) CV
- (iv) Supporting material(s) that you deem helpful for your job application – if any
- (v) A short self-recorded video presentation of no more than 5 minutes, which is addressed to the CEO or a relevant senior executive of the organization in which wish to seek a job. The purpose of this video presentation is to provide an additional platform to further help a person, market oneself for the job that you seek.

The video platform provides an opportunity for anyone to visually and orally present himself/herself. You can take this opportunity, for example to introduce more about yourself, why you are interested in the organisation and the job or you may also want to share more information which is not in your CV or cover letter or there may be some things in your CV or cover letter, that you want to highlight or emphasise more.

The above item (i) is to be submitted to me in my capacity as a professor and items (ii) to (v) are submitted to me as if I am the CEO or a relevant senior executive of the organization who will be evaluating these materials. In other words, item (i) will be assessed from a professor's point of view and items (ii) to (v) will be assessed, from the CEO or a relevant senior executive of the organization's point of view

Where relevant, apply the marketing concepts/frameworks that you learnt in the topics that we already covered.

The deadline for submitting your written assignment report and other materials/documents and your downloaded video clip, to me through NTU LEARN is by 23:59 hours on Wednesday, March 15

For the hard copy of the written materials, you can hand to me in class on Thursday, March 16 (before the start of our lessons)

No subsequent changes will be allowed and late submissions will be penalized – see below.

Rubric 3, as mentioned, will be used as a guide, to grade this assessment component.

(3) Innovation Marketing Project - Group Presentation of marketing a proposed innovation (35 marks)

All participants will be required to complete an innovation marketing project, which involves a group presentation on marketing an innovation that the group proposes. The group is required to describe what innovation it proposes to market and how and the rationale for the particular proposal.

The objective of this project is to enable participants to put into practice the marketing theories and concepts that they have learnt. The group would decide the particular business and place of operations.

To encourage the development of an innovative marketing spirit, the important requirement is that the proposal should be about marketing an innovation or a modified innovation, that has not been marketed before or marketing in a new location or a new way of marketing an innovation/modified innovation, if it has already been marketed. The product/service can be an actual or even a hypothetical one, provided this is reasonably practical and viable. The project should avoid sensitive areas such as relating to race, religion etc

In formulating the proposal, participants might find it useful to consider various questions such as what, why, where, when, how and to whom do they plan to market the innovation or modified innovation. These questions may not necessarily be exhaustive but useful to consider when formulating a marketing proposal.

You may assume that for financial resources to market this innovation, you will have a maximum fund of up to 3 million Singapore dollars for the total marketing expenses. Detailed financial analysis is not needed. There is no need for eg, to show details of your marketing expenses. Some may use a lot less than the maximum fund and that is fine. You should however show, with a reasonable basis, how profitable your project will be and provide justifications for your estimate.

Most, if not all, of the supporting information that you require for this project should be available from existing secondary resources such as newspaper articles, periodicals, annual reports, press releases, investment analysts' reports, product catalogues, websites, company brochures etc. Please note that as this is not a dissertation equivalent, primary data collection is not compulsory. Should you wish to venture into this, it should not be any extensive primary data collection.

The group will be given up to 15 minutes for your powerpoint slides presentation. Taking into account the time factor, it is advisable for you to address those factors in the presentation, which you consider the most important.

Participants can choose to have the presentation done either by every member of the group or by one or more members to represent the group. The groups can decide and need to bear in mind that as this is a group project, all members of the group should get the same marks for the group oral presentation, unless a peer evaluation, as explained above, is required.

There is no compulsory dress code for the presentation and members of the group can decide what is the appropriate attire.

The presentation should be recorded in a video clip and the deadline to submit your downloaded video clip to me through NTU LEARN, is by 23:59 hours on Wednesday, April 12 or anything to be shown, can be used in your video recording and there is NO need for any written report for this assignment, whether individual or group.

No subsequent changes after the deadline will be allowed and late submissions will be penalised – see below.

The number of groups and number of students will be determined, when we know the total number of students in the class. This can vary depending on the circumstances.

Rubric 2, as mentioned, will be used as a guide, to grade this assessment component.

(4) Individual Marketing Written Report– Real-life innovation (35 marks)

You can select any real-life innovation from any organization for this Innovation Marketing Written report and you should apply relevant marketing theories, frameworks, diagrams, and principles that you have learnt from this course or any other sources. The innovation that you select, can be widely defined to include any of these types of innovation - Product or Process or Position or Paradigm innovation. A product is also widely defined and can include physical objects, services, events, persons, places, organizations, ideas etc

Requirements of this individual written report

Your individual marketing report should cover the following two areas:

- (a) a description of the actual marketing of the real-life product in a particular market segment
- (b) your recommendations of how the real-life product should be marketed in that market segment

When writing this report, please do not only analyse the existing marketing strategy, if any. You should also come out with your own recommendations of how your selected innovation should be marketed.

Your report can be less than, but not exceed 20 (twenty) “typed” double line-spaced pages, with normal margins and font size no smaller than Times New Roman 12 cpi. The maximum twenty pages length excludes the cover and contents pages but includes charts, tables, diagrams, pictures, images, frameworks, interview records etc., if any.

As the bibliography pages can add to the similarity percentages in TURNITIN, do not submit the bibliography through TURNITIN. Instead, submit the bibliography through ASSIGNMENT in NTU LEARN. The bibliography does not count towards the page length of 20 pages.

(hence, only the cover, contents pages and bibliography do not count towards the maximum pages length)

Supporting information that you require for this project should be available from existing secondary resources such as newspaper articles, periodicals, annual reports, press releases, investment analysts’ reports, product catalogues,

websites, company brochures etc. Please note that this is not an empirical research project and you need not go into any primary data collection. Detailed financial analysis is not needed.

The deadline to submit a soft copy of your report to me is by 23:59 hours on Wednesday, April 12

Please submit your report through TURNITIN - with a similarity rate not exceeding 20% (that is, up to and including 20% similarity rate is acceptable)

No subsequent changes will be allowed and late submissions will be penalised – see below

For the printed hard copy of the individual written report (no need for the bibliography) which should have exactly the same contents as your soft copy, you can hand to me in class on Thursday, April 13. This can be in black and white colour and can be printed on both sides.

Rubric 1, as mentioned, will be used as a guide to grade this assessment component.

Penalty for late submissions

For all assignments with deadlines that are specified, there will be a penalty for late submissions. The penalty is 10 marks deduction for each and every day that exceeds the deadline.

Allow sufficient buffer time so as not to be late for your assignment submissions

Please allow sufficient time so as not to be late for your assignment submissions. To allow sufficient buffer time for unforeseen circumstances, do not wait till the last minute to complete your assignments. You can start doing your assignments as soon as it practicable and refining as you go along. This can help you to complete your assignment and submit it, with some buffer time, before the deadline. You can still make changes and re-submit – so long as your final submission is by or before the deadline.

IMPORTANT NOTES:

- 1) Subject to the circumstances of the situation, changes may need to be made.
- 2) All university rules and regulations need to be complied and will supersede any guidance given here.
- 3) When grading, considerations will be given to all relevant circumstances.
- 4) As a word of precaution, all projects, assignments exercises etc, must not engage in controversial and sensitive issues. Examples include those that intrude on race, religion and politics.
- 5) Wherever and whenever appropriate, students should relate theory to practice and vice versa. Hence, for example, they may find applying the various theoretical frameworks and concepts, illustrative of their analytical understanding of the issues. The assessments will take these into consideration.

Acknowledgements:

The above is drawn from various sources including notes from previous Marketing courses. We like to thank all colleagues in NBS who have contributed directly or indirectly and for their kind support including Vivek Gupta, Xia Yang, Avinandan Mukherjee, Sunanda Sangwan, Krishna Erramilli, Ian McGovern, Lim Boon Chong etc.

CONFIDENTIAL PEER EVALUATION FORM FOR TEAM PROJECT

Member's name: _____

Seminar group and team number: _____

Please use the Peer Evaluation Rubric (ANNEX A: ASSESSMENT CRITERIA FOR TEAMWORK AND INTERPERSONAL SKILLS RUBRIC), to evaluate yourself and your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings for yourself and each of your team members in the table below. For your self-assessment, insert "(Self)" after your name in the table below.

Index #	Name of team members	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your ratings above is <3, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify a rating of < 3