Faculty of Commerce and Economics
School of Marketing

MARK6002
CREATIVITY, INNOVATION & CHANGE IN MARKETING

COURSE OUTLINE
SESSION 2, 2006
1. COURSE STAFF

Course Coordinator
Course Coordinator: Prof Pam Morrison
Email address: pamm@unsw.edu.au
Telephone: 9385 2699 or 0418 463 923
Location: 304A John Goodsell building

Other Teaching staff
Dr Jack Cadeaux, School of Marketing, UNSW (j.cadeaux@unsw.edu.au)
Prof Ian Wilkinson, School of Marketing, UNSW (i.wilkinson@unsw.edu.au)

MMktg Administration Contact
Name: Dr Jack Cadeaux, Director Master of Marketing Program
Email: j.cadeaux@unsw.edu.au
Telephone: 9385 1436
Location: 303 John Goodsell building

1.1 Communication with Staff
Consultation: By appointment. Please contact me via email pamm@unsw.edu.au

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
This course has 6 hours of contact per week for seven weeks. The first meeting will be Saturday 7 October. Classes are Saturdays 9am – 12noon and 1pm – 4pm, in MB G4 (except November 11th when we will meet in G04 Goldstein)

A site visit (optional) will be organised to the Xerox Eco-manufacturing Centre at Zetland after discussing preferred times with the class in Week 1. Due to Xerox constraints this will need to be on a weekday afternoon.

2.2 Units of Credit
This course is worth 6 units of credit

2.3 Relationship of this course to other course offerings
This is a core course in the Masters of Marketing program. All students should have completed an undergraduate degree in marketing or the equivalent, have relevant professional experience, and have completed the core course MARK6000 Contemporary Perspectives in Marketing.

2.4 Approach to learning and teaching
From experience I have found that students are more receptive to learning when relevance and realism are present, therefore contextualising theory is important. It is also important for students to be challenged, in terms of being able to defend their ideas,
and in some cases, to extend themselves beyond their comfort zone. An open and supportive environment is encouraged to promote communication and understanding.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
In the face of accelerating turbulence and change, business leaders need new ways of thinking to sustain performance and growth. This course will focus on the marketing aspects of strategic innovation and change. Specifically, it will cover areas such as leveraging technological innovation and new product development, operating in competitive and dynamic environments, and thinking creatively about new products, new services and marketing communications. In so doing students will be required to consider the future direction of marketing. The course will make use of cases and exercises.

3.2 Student Learning Outcomes
By the end of this course you should:

- Be conversant with and understand the importance of growth to an organisation and the various ways that growth can be achieved.
- Be familiar with the strategic framework an organisation can use to select an appropriate growth path.
- Have an increased knowledge of a wide variety of methods for identifying growth opportunities.
- Understand the theory and practice of innovation and growth.
- Be able to communicate competently and confidently in discourses relating to Innovation and Change in Marketing, and express personal viewpoints.
- Be able to structure and solve typical organisational problems.
- Be able to think from the standpoint of managerial responsibility.
- Be able to exercise empathy, respect for others and teamwork in pursuing outcomes.

3.3 Teaching Strategies
This course is about change, about growth. We will identify a context for achieving that growth and will examine change from a marketing strategy perspective.

Strategy is about: (1) Where we are, (2) Where we can go, and (3) How we can get there. This course is about how the organisation can “move forwards” (ie Where we can go, and How we can get there), but first we need to understand where the firm is (ie Where we are - the market audit).

We will examine the Criteria for Growth (why are we innovating? And the various types of innovation), and Types of Growth (eg sustaining vs disruptive technologies) (Wk 1/2), and Identify Growth Opportunities (these include Creativity, Lead Users, Gaps in the Market, Lateral Marketing, etc) (Wk 3/4). Today’s companies also face worldwide environmental change and an accelerating backlash against globalisation. This has led to an opportunity, taken up by a growing number of companies (e.g. BMW, Shell, Unilever, Ford, P&G) to integrate new technology to deliver profitable solutions that reduce poverty and protect the environment at the same time. Social responsibility is starting to permeate every aspect of the strategic management process and most organisations now recognise this and are
starting to incorporate sustainable practices into their innovation strategies. In weeks 5 and 6 we will address the topics of Sustainability and Corporate Social Responsibility. To provide a practical example of sustainable production, a site visit (optional) will be made to the Xerox Eco-manufacturing Centre at Zetland.

This course has six hours of contact per week, and the seminars will be run by a combination of mini-lecture and workshop activity. To facilitate discussion in the workshops, students are expected to have done the assigned reading before attending the class.

4. **STUDENT RESPONSIBILITIES AND CONDUCT**

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.


4.1 **Attendance**

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.
5. **LEARNING ASSESSMENT**

5.1 **Formal Requirements**
The summary table below provides an overview of the assessment tasks, due dates and relative weighting.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper critiques</td>
<td>Weeks 2, 4, 5, 6</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout session</td>
<td>10</td>
</tr>
<tr>
<td>Major assignment (written)</td>
<td>(Wed 15 Nov)</td>
<td>40</td>
</tr>
<tr>
<td>Final exam</td>
<td>Week 7 (Sat 18 Nov)</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

In order to pass this course, you must:
- Achieve a composite mark of at least 50%, and
- Make a satisfactory attempt at all assessment tasks.

5.2 **Assessment Details**

(A) **Paper critiques**
Due: Week 2, 4, 5, 6 (at beginning of class)
Weight: 30%
Length: 2 pages (single sided, 12 point font, 1.5 spacing)

A number of articles are specified each week to read (these are in place of a textbook). Some of these will be marked by ** on the Reading List. While I expect you to read all articles, you are to select one of the marked articles in each of week 2 (seminar 3 & 4), week 4 (seminar 8), week 5 (seminar 10), and week 6 (seminar 12) and write a critique which is to be handed in at the start of the relevant class. You are encouraged to refer to other articles on and off the reading list.

Three of your written critiques will be randomly selected and assessed, for a maximum grade of 10% per write-up. I cannot accept late submissions because we will be discussing these critiques in class.

Although only three critiques will be assessed, preparing all five will give you a better understanding of the material and will allow you to participate at a higher level in class discussion.

The purpose of these critiques is to help you to:
- Evaluate and assess the information presented to you in order to make informed comments and observations;
- Appreciate the strengths and weaknesses of our extant knowledge in this field;
- Identify links between what you are reading and broader issues that you encounter in business life.
(B) Participation
Due: Throughout session
Weight: 10%

Active participation is an important component of the Master of Marketing. All students are expected to participate in class discussions and activities as well as, at various times throughout the session, make presentations in class. Your participation in all discussions will be assessed in terms of your willingness to get involved, the insightfulness of your comments/questions and your level of preparation for each class.

(C) Major assignment
Due: Wednesday 15th November
Weight: written report (40%)
Length: 20 pages max (incl tables), 1.5 space, 12pt font, margins etc

The major assignment will be done in groups (of 3 - 5 students). Groups are to be formed by Week 2, and a list of group members to be submitted in Week 2. There will be a choice of assignment topics – detailed information will be provided in Week 1 on the topics and the marking scheme. Groups will meet with Pam at the beginning of Week 4 (ie starting 9am) to provide a progress briefing.

(D) Final Examination
Due: Saturday 18th November (1pm)
Weight: 20%

The final exam will be a 2-hour written paper. All students are expected to sit for the final exam at the specified time.

5.3 Assignment Submission Procedure

Critiques are to be handed in at the beginning of the relevant class.

The major assignment (due Wednesday 15th November) is to be put in the assignment box, labelled MARK6002, on the 3rd Floor John Goodsell building.

All assignments must be accompanied by an Assessment Cover Sheet. For group work each student must attach a signed Cover Sheet. A copy of the Cover Sheet is attached to the back of this course outline.

5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies
5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritanceArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
All assessment should include an assignment cover sheet (as attached to this course outline). Written work should be typed in 12point font, 1.5 spacing, A4 paper, single-sided with 2.5cm margins and stapled. Please do not bind assignments. Page limits are strict and penalties will apply for exceeding the page limit.

5.7 Grading
All assignments and examinations are assessed using the Fail, Pass, Credit, Distinction and High Distinction grading system (see table below)

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>% Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
<td>An outstanding performance</td>
</tr>
<tr>
<td>DN</td>
<td>Distinction</td>
<td>75-84</td>
<td>A superior, well above average performance</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74</td>
<td>A good, above average performance</td>
</tr>
<tr>
<td>PS</td>
<td>Pass</td>
<td>50-64</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>FL</td>
<td>Fail</td>
<td>0-49</td>
<td>Unsatisfactory performance</td>
</tr>
</tbody>
</table>

For group assignments, each member of a group will be given the same grade unless the lecturer in charge is presented, in writing, why this should not be the case. After taking into account all information, the decision of the lecturer in charge will be final.
Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

The textbook

There is no prescribed textbook for the course. Sets of weekly readings will be made available to students (these will be a mix of soft and hard copies) at least two weeks before being discussed in class. Please regularly check your UNSW email address. Copies of powerpoint slides (where applicable) will be distributed to students at the beginning of each class.

Readings for Weeks 1 & 2 are now available to collect from the School of Marketing office (Room 304 John Goodsell building – Margot de Celis, Ph. 9385 3385) Monday – Friday 9am-12noon, 2pm-4pm.

Other useful resources

Reference Books and journals


Newspapers and Magazines

Sydney Morning Herald  The Australian  Marketing (monthly trade publication)

Academic Journals

Journal of Product Innovation and Management
Harvard Business Review
Journal of Marketing
Journal of Marketing Research
Journal of Consumer Research
International Journal of Research in Marketing
Journal of the Academy of Marketing Science
Useful Internet Sites

*Academic Marketing Journals*

Product Development Management Association
http://www.pdma.org/

Australian Marketing Institute
http://ami.org.au

Lists *new product development* articles
http://www.newproductdynamics.com/articles.htm#Periodicals

BusinessWeek online
http://www.businessweek.com/innovate/index.html

Knowledge at Wharton, Univ of Pennsylvania
http://knowledge.wharton.upenn.edu

McKinsey Quarterly
http://www.mckinseyquarterly.com/

Positive Outcomes (Corporate Social Responsibility)

Corporate Responsibility Index (Australia)

Article on “International Business and Poverty Reduction - Unilever in Indonesia”

CSR & Sustainability
http://www.caseplace.org/

### 7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see
**Education Development Unit**

Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:

- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

**Contacts and location:**
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building

EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

**Other UNSW support**

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au/. Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

**Support Services**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the lecturer prior to, or at the commencement of their course, or with the Equity Officer (Disability) in the EADU (9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

**8. CONTINUAL COURSE IMPROVEMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/refs-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
## 9. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar Number</th>
<th>Topic</th>
<th>Seminar Leader</th>
<th>Assignments/ meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (7 October)</td>
<td>1</td>
<td>Course Overview and Introduction</td>
<td>Pam Morrison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Strategy for Innovation</td>
<td>Jack Cadeaux</td>
<td></td>
</tr>
<tr>
<td>2 (14 October)</td>
<td>3</td>
<td>Strategy for Innovation (cont’d)</td>
<td>Pam Morrison</td>
<td>Paper critique</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>i vs I (incremental vs breakthrough innovation)</td>
<td>Pam Morrison</td>
<td>Submit list of members in Major Assignment group</td>
</tr>
<tr>
<td>3 (21 October)</td>
<td>5</td>
<td>The Nature and Sources of Creativity and Innovation</td>
<td>Ian Wilkinson</td>
<td>Paper critique</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Assisting Creativity and Innovation Processes</td>
<td>Ian Wilkinson</td>
<td></td>
</tr>
<tr>
<td>4 (28 October)</td>
<td>7</td>
<td>Industry Guest: Mr Dimitri Andreatidis, Launch Manager CBU, Commercial &amp; SUV, National Sales and Marketing Division, Toyota Motor Corporation Australia Topic: Product Innovation at Toyota</td>
<td>Pam Morrison</td>
<td>• Group Project briefings (to PDM) as advised</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Identifying Growth Opportunities</td>
<td>Pam Morrison</td>
<td>Paper critique</td>
</tr>
<tr>
<td>5 (4 November)</td>
<td>9</td>
<td>Sustainability Guest speaker: Prof Hartmut Kaebernick, School of Mechanical and Manufacturing Engineering, UNSW Topic: Product design for the environment</td>
<td>Pam Morrison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Sustainability</td>
<td>Pam Morrison</td>
<td>Paper critique</td>
</tr>
<tr>
<td>6 (11 November) G04 Goldstein</td>
<td>11</td>
<td>Corporate Social Responsibility Guest speaker: Mr Anthony Lupi, Executive Director, Positive Outcomes</td>
<td>Pam Morrison</td>
<td></td>
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<tr>
<td></td>
<td>12</td>
<td>Corporate Social Responsibility</td>
<td>Pam Morrison</td>
<td>Paper critique</td>
</tr>
<tr>
<td>7 (18 November)</td>
<td>13</td>
<td>Study period</td>
<td>Pam Morrison</td>
<td>Major Assignment due Wed 15 November</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Final exam</td>
<td>Pam Morrison</td>
<td></td>
</tr>
</tbody>
</table>

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A site visit (optional) will be organised to the Xerox Eco-manufacturing Centre at Zetland after discussing preferred times with the class in Week 1. Due to Xerox constraints this will need to be on a weekday afternoon.