

Marketing 658: Service and Product Innovation

Syllabus and Schedule will be modified throughout the semester – Check D2L regularly
ONLINE – Synchronous Zoom Sessions on Thursdays - **8:00-9:30 pm**

Professor: **Dr. Gary R. Schirr** (gschirr@radford.edu)

Office: D2L chat, Zoom link, or phone

Hours: Thursdays 9:40 -10 pm

Cell Phone: 540-808-6630 (email preferred, then text, call)

Tuesdays 5:15-6 pm **or by apt.**

This syllabus, the class schedule, and the weekly modules, all posted on D2L, provide an operating guide to MKTG 658. The syllabus, schedule and modules - like our course - should be seen as an evolving experience, and from time to time changes will become necessary. Check the D2L materials regularly for updates.

Welcome to Service/Product Innovation! The great management theorist and scholar Peter Drucker said 60 years ago that “any business enterprise has two—and **only two**—basic functions: **marketing** and **innovation.**” Current business leaders have caught up with Drucker: A recent IBM survey of CEOs showed that a majority cited “growth through new products and services” as their number one strategic objective.

The study of service/product innovation aims to provide students with an overview of leading innovation processes, skills and knowledge to help prepare them to be a part of an innovation and to manage for innovation.

Learning Objectives

Students who have successfully completed MKTG 658 Service/Product Innovation will be able to...

1. Identify and list:
 - a. Models of Service/product Innovation and processes
 - b. Techniques to enhance creativity and ideation.
 - c. Research methods to uncover problems (questions), opportunities, needs, and benefits.
 - d. Processes to evaluate ideas.
2. Evaluate:
 - a. Alternative approaches to managing an innovative process, e.g. Stage-gate, Design thinking
 - b. Innovativeness: incremental, innovative, radical, or disruptive.
 - c. Level of innovation: product, platform, business model.
3. Create:
 - a. An innovation using the principles of design thinking, open innovation, and lean startup.
 - b. Three alternative life/career plans using the principles of design thinking

Assessment - Understanding basic facts and principles (#1) will be evaluated in class and forum discussions as well as assignments. Students' ability to evaluate and create using key knowledge and skills (#2 and #3) will be demonstrated in a group semester project, exercises and a personal project.

Reading and materials - Innovation is a rapidly changing field with many questions and few answers. There is a fair amount of reading including books and articles. *Books used in this course:*

(1) *HBR's 10 Must Reads On Innovation* (2013) ed. By Christensen ISBN 978-1-4221-8985-6
Harvard Business Review Press, Boston, MA (\$15.79)

(2) *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* (2009) by Tim Brown HarperBusiness (September 29, 2009) Hardcover: 272 pages ISBN-13: 978-0061766084 (\$35.84)

(3) *Service Innovation* by Anders Gustafsson, Per Kristensson, Gary Schirr and Lars Witell, Business Expert Press (2016) ISBN 9781631574955 (**free PDF version posted on D2L**)

(4) *Designing Your Life* by Burnett and Evans (2018) Knopf ISBN 9781101875322 (\$16)

New class warning: Syllabus and schedule will certainly change during the semester!

The use of four books are required. Using Amazon matched prices (shown in parentheses) at the bookstore should bring the total cost to be less \$70... far less than the cost of a single typical graduate textbook. Note that the book "Service Innovation" is posted on D2L in PDF format for no charge.

Other articles: As noted this is a fast changing field. Other readings will be listed on the class schedule by the instructor, student instructor or guest speakers and will often be included in the modules for the week on D2L.

Class platforms

- D2L, including assignments, forums, and chats
- Zoom for class meetings, office hours and scheduled conferences

Experiential Learning – Projects, online and synchronous online

The instructor was authorized to teach his courses remotely this semester. Service and Product Innovation lends itself to online instruction because it is driven by two projects – the individual career project and the group innovation. MKTG 658 will employ Zoom for synchronous class sessions.

I have enjoyed teaching in person the majority of my classes at Radford. Tools like Zoom have recently made it easier to incorporate some of the benefits of face-to-face instruction in online courses. Given the CDC recommendations on face-to-face instruction - masks, distancing, and accommodation for those absent - f2f instruction will be different from what we have known. I believe that if we do our Zoom sessions well, our synchronous online classes may be more personal, and facilitate better peer-to-peer and student-instructor interaction than this modified version of face-to-face classes. My blog post on this issue have attracted large readership: <https://professorgary.blog/2020/06/11/online-versus-in-class-instruction-is-not-our-choice-for-fall/>

To make Zoom sessions personal and work for us, we must all attend the scheduled class sessions via Zoom, which means that during the scheduled class meeting times, everyone must:

- Access a device that can run Zoom and support full audio and video streaming (mic, sound & camera).
- Locate in a quiet spot where the participant can comment when needed.
- Have the video on, so we can benefit from reading expressions, and
- Dress appropriately, as if you were attending a face-to-face class.

Please contact me if you have questions about your responsibilities

Assessment

Exercises: There will be a series of class exercises, both individual and group.

Teaching: Each group will lead a class discussion for a week. Each will post questions on the Forum, provide feedback, choose any additional videos or exercises. Each group will also supplement a class. When leading a group will cover required material for the first hour, when supporting they will take the last half hour of the class.

Participation: Though online, the class is participation and discussion-oriented, so as in most MBA courses, ***participation in synchronous class discussion and D2L forum is a part of the class grade.*** MBA students will be expected to be able to talk about any of the readings for the week in class.

Group Project: Each group will innovate, applying techniques discussed in class. The groups will help develop the project. Part of the grade will be based on feedback from the competition judges.

DYL Project: Apply design thinking to your life and career with the help of *Designing Your Life* and exercises.

Guests We will have multiple guest speakers via Zoom who are innovators and/or entrepreneurs. I expect the class to ask good questions related to the content of the course.

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Grading Summary

	<u>Points</u>		
Participation and in-class exercises	100		
Online Reflections, Forums & assignments	100		
Teaching	80		
Semester Group Innovation Project	120		
Individual Designing your Life Project	100		
TOTAL POINTS		500	
	<u>Final Grades</u>	<u>Total Points</u>	<u>Letters</u>
	450 -	A- or A	(Note 449 is not 450...)
	400 – 449	B-, B, B+	
	350 – 399	C-, C, C+	

Group Project

The class will form 2 or 3 - person groups who will compete in the class Innovation Competition, will be responsible to lead discussion and exercises for a weekly topic and supplement another class, and will support each other in their individual design-your-life efforts. If you are not already, you should be comfortable with sharing tools such as Google docs, dropbox, and/or slack by the end of the term.

Designing Your Life Project

As a second application of some of the principles and techniques from class each student will do regular exercises designed to help plan a life and a career using design thinking tools. There will be a forum for this project and each student will record weekly reflections and thoughts.

Students in MKTG 658 are responsible to be:

- (1) aware of the Radford University honor code and to*
- (2) strictly abide by it.*

If you are seeking **academic accommodations** under the Americans with Disabilities Act, you must register with the Disability Resource Office (DRO). Submit disability documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, or by email to dro@radford.edu. Once documentation is received and reviewed, a Disability Services Specialist (DSS) will contact you for an interview. You will be notified via RU email when your accommodation package is complete. Meet with **each** course professor, during his or her office hours, to discuss the accommodations and return signed documents to the DRO. For additional information and disability documentation guidelines, visit www.radford.edu/dro or call 540-831-6350.

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