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Jindal Global Business School  
*Course Outline*

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Course Title	Innovation Management and New Product Development
Core or Elective	Elective
Program and Batch	MBA-2, IBM-4
Semester & Academic Year	Spring 2025
Credits	1.5
Discipline/Area	Marketing
Provide details, if this course is a Prerequisite for any course/specialization	No
Name of the Faculty Member/Course Instructor	Sarita Uniyal
Contact Details of the Faculty Member	<a href="mailto:sarita.uniyal@jgu.edu.in">sarita.uniyal@jgu.edu.in</a>
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Faculty Member's Open Office Day/s & Time	TBD

### Introduction to the Course

Good technology can help companies achieve competitive advantage and long-term financial success; companies like Google and Tesla are examples of this. But there are many exciting new technologies in the world, and it is the transformation of this technology into concrete offerings (products or services) that is of particular concern to organizations. There are numerous factors to be considered by the organization in this process, but what are these factors and how do they affect the process of innovation?

This course's main goal is to give students a comprehensive understanding of the many aspects that influence the **process** of innovation and some of the important things to keep in mind to **manage this process**. This course will adopt the perspective that most of the important discoveries resulted from collective, multilayered effort, with each idea being built upon the

previous one until a breakthrough was made. This course will explore why many of the outdated, conventional management practices need to change, and new ones need to be implemented for innovations to succeed.

### Course Learning Objectives

The learning objectives are:

**CLO1.** To provide an understanding of the processes involved in innovation and development of new offerings;

**CLO2.** Identify the factors that organizations have to manage to achieve success in innovation

**CLO3.** To develop a multi-disciplinary approach among students to new product creation and to encourage them to think out-of-the-silo.

### Program Competency Goals – MBA

MBA Program Competency Goals (PCGs)		MBA Program Learning Objectives (PLOs)
		Students will be able to
<b>1</b>	<b>Technological Agility:</b> Ability to adopt relevant techniques and tools for better business decision making.	1. Understand relevant business technologies
		2. Understand future business technologies in business domain
<b>2</b>	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
<b>3</b>	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication

<b>4</b>	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
<b>5</b>	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

### CLO-PLO-PCG Assessments Mapping Matrix

Course Learning Objectives (CLOs)	Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item <sup>1</sup>
On successful completion of the course, students should be able to:	This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
<b>CLO1</b>	<b>PLO3, PLO11</b>	<b>PCG2, PCG4</b>	<b>A1, A2, A4</b>
<b>CLO2</b>	<b>PLO3, PLO10, PLO11, PLO12</b>	<b>PCG2, PCG4</b>	<b>A1, A4</b>
<b>CLO3</b>	<b>PLO3, PLO10, PLO11, PLO12</b>	<b>PCG2, PCG4</b>	<b>A3, A4</b>

## Evaluation Schema

The course grade will be determined on the basis of

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Case presentations	30%	Group (Individual marking)	Week 3-6	PLO3, PLO10, PLO11
A2. Class Participation	10%	Individual	3, 5, 7	PLO3, PLO18
A3. Project Work	30%	Group* (Individual marking)	4, 7	PLO3, PLO10, PLO11, PLO12
A4. End-Term assessment (Sit-in examination)	30%	Individual	JGU Examination Period	PLO3, PLO10

Note:

\* Please divide yourselves into groups of 4 to 6 members as soon as possible.

## Description of Assessments:

Evaluation Item	Description
A1. Case presentations	Students will analyze and present cases according to a pre-announced allocation.
A2. Class Participation	<ul style="list-style-type: none"> <li>Student participation in class discussions</li> </ul>
A3. Project Work	The project consists of writing a pitching document for a new offering – a product, or a service. The group project's main goal is for you to synthesize and apply what you've learned in the class about innovation and product management to real-world situations. This project is intended to demonstrate proof of learning that occurs outside of the classroom, which is equally, if not more important.
A4. End-Term assessment	This will be a <b>sit-down</b> assessment meant to test students on the essential concepts learned during the course.

The process that will be followed for forming groups of 4-6 members will be as per JGBS policy. You will prepare for each case group-wise, for the case presentations. You will also prepare for your projects group-wise. For the final project, the final grade may be adjusted downward if any team member has been free-riding, according to the other group members.

**Important: Please start working with your assigned groups as soon as they are announced.**

**Assessment Rubrics for Case Presentations:**

	<b>Poor (0-25%)</b>	<b>Acceptable (26-50%)</b>	<b>Good (51-75%)</b>	<b>Excellent (76-100%)</b>
<b>Analysis</b> Relevantly applying research theories to topic (50%)	Minimal application of research theories to topic.	Frequent application of research theories to topic showing some detail/ explanation.	Consistent application of research theories to topic with detail, and showing some insight.	Consistent and highly insightful application of research theories to topic. Plentiful detail/ clearly explained.
<b>Logical flow</b> Organisation of ideas; Ability to sustain audience interest (20%)	Organization of ideas not clear. Presentation does not develop audience interest due to poor engagement techniques.	Organization of ideas generally clear. Presentation displays general use of techniques (examples / headings / visuals etc) to develop audience interest.	Organization of ideas clear. Presentation uses a variety of techniques (examples / headings / visuals etc) that are used well to sustain audience interest.	Organization of ideas extremely clear. Presentation solidly uses varied and innovative engagement techniques (examples / headings / visuals etc) to sustain audience interest throughout.
<b>Research</b> Quality and number of peer reviewed academic journal articles (10%)	Insufficient number of quality peer reviewed academic journal articles that indicate relevant theories.	2 additional quality peer reviewed academic journal articles that indicate relevant theories.	3-4 additional quality peer reviewed academic journal articles that indicate relevant theories.	5 or more additional quality peer reviewed academic journal articles that indicate relevant theories.

	<b>Poor (0-25%)</b>	<b>Acceptable (26-50%)</b>	<b>Good (51-75%)</b>	<b>Excellent (76-100%)</b>
<b>Quality of class discussion</b> Interaction with audience (10%)	Audience invited to ask questions, but presentation group does not develop class discussion beyond mere summary of analysis.	Interesting questions posed (incl. questions regarding theory in light of findings / analysis) to audience and/or helpful answers given to audience questions.	Discussion questions (incl. questions regarding theory in light of findings / analysis) and/or answers create some spontaneous and solid discussion.	Stimulating and sustained class discussion resulted from thoughtful questions (incl. questions regarding theory in light of findings / analysis), and strong group answers and comments to audience contributions.
<b>Attention to Detail (10%)</b> <ul style="list-style-type: none"> <li>Group cohesion/ synergy (2%)</li> <li>Clarity of speech / eye contact / pacing &amp; enthusiasm (2%)</li> <li>Visual tools (e.g., Powerpoint slides) (2%)</li> <li>Dress standard (2%)</li> <li>Citations and referencing (2%)</li> </ul>	The problems in one or more of the areas listed prevented audience understanding. Group details and/or references were absent from visuals.	Group performance in the areas listed mostly assisted audience understanding.	Group performance in all areas listed considerably assisted audience understanding.	Group performance in all areas listed was of a high quality and greatly assisted audience understanding.

### Assessment Rubrics for Project Work:

	<b>Poor (0-25%)</b>	<b>Acceptable (26-50%)</b>	<b>Good (51-75%)</b>	<b>Excellent (76-100%)</b>
<b>Problem Description (40%)</b>	<ul style="list-style-type: none"> <li>Unclear.</li> <li>Does not describe the gap and the practical applications</li> <li>Importance of the problem not stated clearly.</li> <li>Does not provide any evidence or understanding of current literature.</li> <li>Is not technically relevant.</li> <li>Does not address any contemporary societal issues.</li> </ul>	<ul style="list-style-type: none"> <li>Clear.</li> <li>Describes the gap and practical applications</li> <li>Importance of the problem is stated.</li> <li>Refers to current literature/ state of the art (3 references).</li> <li>Somewhat technically relevant.</li> <li>Somewhat interesting.</li> <li>Addresses contemporary societal issues.</li> </ul>	<ul style="list-style-type: none"> <li>Clear.</li> <li>Describes the gap and practical applications lucidly</li> <li>Importance of the problem is stated lucidly.</li> <li>Refers to and demonstrates understanding of current literature (4-5 references).</li> <li>Technically relevant.</li> <li>Interesting.</li> <li>Addresses contemporary global / societal issues.</li> </ul>	<ul style="list-style-type: none"> <li>Very clear.</li> <li>Rich description of the gap and practical applications</li> <li>Rich explanation of the problem.</li> <li>Refers to and demonstrates understanding of current literature (<math>\geq 6</math> references).</li> <li>Technically relevant.</li> <li>Very interesting and new.</li> <li>Addresses important contemporary global / societal issues.</li> </ul>

	<b>Poor (0-25%)</b>	<b>Acceptable (26-50%)</b>	<b>Good (51-75%)</b>	<b>Excellent (76-100%)</b>
<b>Logical Flow (30%)</b>	<ul style="list-style-type: none"> <li>Organization of ideas not clear.</li> <li>No assumptions listed.</li> <li>Superficial or incorrect analysis in one or more areas.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of ideas generally unclear.</li> <li>Some assumptions listed.</li> <li>Correct analysis in each area.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of ideas clear.</li> <li>Appropriate assumptions listed.</li> <li>In-depth analysis in each area.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of ideas extremely clear.</li> <li>All appropriate assumptions listed.</li> <li>In-depth analysis in each area.</li> </ul>
<b>Language (20%)</b>	<ul style="list-style-type: none"> <li>The writing and vocabulary are simplistic or trite, or is not appropriate for a Master's project.</li> <li>The sections are barely arranged and do not have a flow</li> <li>Writing has multiple grammatical or writing errors</li> </ul>	<ul style="list-style-type: none"> <li>The writing and vocabulary are acceptable for a Master's project.</li> <li>The sections are somewhat arranged and have some flow</li> <li>Writing has few grammatical or writing errors</li> </ul>	<ul style="list-style-type: none"> <li>The writing and vocabulary are appropriate for a Master's project.</li> <li>The sections are properly arranged and have a reasonable flow</li> <li>Writing has hardly any grammatical or writing errors</li> </ul>	<ul style="list-style-type: none"> <li>The writing and vocabulary are top-class for a Master's project.</li> <li>The sections are soundly arranged and have a very good flow</li> <li>Writing has <b>no</b> grammatical or writing errors</li> </ul>
<b>References (10%)</b>	<ul style="list-style-type: none"> <li>References are missing, incomplete, or incorrectly cited</li> </ul>	<ul style="list-style-type: none"> <li>Some references (&gt;5) are given and correctly cited in the body of the report and included on a separate reference page in APA format.</li> </ul>	<ul style="list-style-type: none"> <li>Higher number references (5-9) are given and correctly cited in the body of the report and included on a separate reference page in APA format.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple references (&gt;15) are correctly cited in body of the report and on a separate reference page in APA format</li> </ul>

## Teaching Method

The course will be a combination of lectures, class discussion, case studies, and assignments. To participate effectively in class, the student should come prepared to the class by reading in advance the sections of the textbook that will be covered in the session, as well as any other material handed by the instructor, including the cases. Here the onus of learning will be with the student and the instructor will be a facilitator. Instead of only learning 'what to do,' the cases will also be used as examples of real-world phenomenon where a particular issue or set of issues arise, and good and bad practices are seen.

### Text Book / Course Package / Other Readings

The required textbook for the course is:

Trott, Paul. (2021). Innovation management and new product development (7<sup>th</sup> ed.). Harlow, United Kingdom: Pearson. (This is the latest edition as of September 30, 2023)

Chapters from this book are assigned as required readings in the class schedule below. Please read the chapters and cases before coming to class for an engaging classroom discussion. Cases and any other reading material assigned for reading will be uploaded on a shared folder (or the e-learning platform, as suitable).

### Guest Lecture

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1.	Prof. Sarita Uniyal	Mr Nimesh Joshi BN Electronics, India	Week 6

### Session Plan

Session Details		PLOs covered
Session Nos. – 1,2	<b>An Introduction to the Course and Innovation Management</b>	PLO 1, PLO2, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	In these sessions, I will introduce the course to you and take you through the evaluation components. I will also lay down the ground rules that we will follow. Further, you will know why it is important to study innovation management and new product development. You will recognize the importance of innovation, have an introduction to a management approach to innovation, and be able to explain the meaning and nature of innovation management.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>Why studying innovations is important?</li> <li>Innovation as a process</li> <li>Different models of innovation</li> </ul>	
Readings	Text Book Chapter 1	



Case Title and Number	N.A.	
Pedagogy	Lecture and class discussion	
<b>Session No. – 3</b>	<b>Managing Innovation Within Firms</b>	PLO 1, PLO2, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	At the end of this session, you will be able to identify the factors organizations have to manage to achieve success in new product development (NPD), recognize the difficulties of managing uncertainty in innovation, and understand the dilemma facing all organizations concerning the need for creativity and stability.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The dilemma of innovation management</li> <li>• Exploitation and Exploration</li> <li>• Managing uncertainty – Pearson’s uncertainty map</li> </ul>	
Readings	Text Book Chapter 4	
Case Title and Number	<b>Case 1:</b> “Gore-Tex® and W.L. Gore & Associates: an innovative company and a contemporary culture”. This case is at the end of chapter 4 of the textbook. Questions and presenting groups for Case 1 will be announced in the class. This will be presented at the beginning of <b>Session-5</b> .	
Pedagogy	Lecture, class discussion, and student case presentation	
<b>Session Nos. – 4, 5</b>	<b>Managing Intellectual Property</b>	PLO 1, PLO2, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	Intellectual property concerns the legal rights associated with creative effort or commercial reputation. This topic aims to introduce the area of intellectual property to the manager of a business and to ensure that they are aware of the variety of ways that it can affect the management of innovation and the development of new products.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Understanding patents</li> <li>• Copyrights</li> <li>• Registered Designs and Trademarks</li> </ul>	
Readings	Text Book Chapter 6	
Case Title and Number	<p>(A) Presentation of <b>Case 1</b> by pre-announced groups at the beginning of Session-5.</p> <p>(B) Also, the questions and presenting groups for Case 2 will be announced in the class. <b>Case 2:</b> “How developments in electronic sensors create destruction in the disposable nappy industry”. This</p>	

	case is at the end of chapter 6 of the textbook. This will be presented at the beginning of <b><u>Session-7</u></b> .	
Pedagogy	Lecture, class discussion, and student case presentation	
<b>Session Nos. – 6, 7</b>	<b>Managing Organizational Knowledge</b>	PLO 1, PLO2, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	At the end of these sessions, you will be able to appreciate that the ability of firms to identify technological opportunities and exploit them through a focus on new product development (NPD) is one of the most fundamental features that determines successful from unsuccessful firms. You will also be able to recognize the importance of firm-specific competencies in generating long-term profits and have an understanding of the role of an organization's knowledge base in determining innovative capability.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Developing firm-based competencies</li> <li>• The resource-based view (RBV) of the firm</li> <li>• Developing innovation strategies</li> </ul>	
Readings	Text Book Chapter 7	
Case Title and Number	<p>(A) Presentation of <b><u>Case 2</u></b> by pre-announced groups at the beginning of <b><u>Session-7</u></b>.</p> <p>(B) The questions and presenting groups for Case 3 will be announced in the class. <b><u>Case 3</u></b>: “The cork industry, the wine industry and the need for closure”. This case is at the end of chapter 7 of the textbook. This will be presented at the beginning of <b><u>Session-9</u></b>.</p>	
Pedagogy	Lecture, class discussion, and student case presentation	
<b>Session Nos. – 8, 9</b>	<b>Strategic Alliances and Networks</b>	PLO 1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	At the end of these sessions, you will be able to recognize the different forms an alliance can take, examine the reasons for the increasing use of strategic alliances, and recognize the risks and limitations of strategic alliances, with a specific focus on new product development (NPD).	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The fall of the “go-it-alone” strategy</li> <li>• Complementary capabilities</li> <li>• Understanding the various forms of strategic alliance</li> </ul>	

Readings	Text Book Chapter 8	
Case Title and Number	(A) Presentation of <u>Case 3</u> by pre-announced groups at the beginning of <u>Session-9</u> .  (B) The questions and presenting groups for Case 4 will be announced in the class. <b><u>Case 4:</u></b> “Pizza delivery with unmanned drones”. This case is at the end of chapter 8 of the textbook. This will be presented at the beginning of <b><u>Session-11</u></b> .	
Pedagogy	Lecture and class discussion	
<b>Session No. – 10</b>	<b>Business Models and Applications</b>	PLO 1, PLO2, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	In this session, we will examine how enterprises create value by applying business model thinking, recognize the different levels and perspectives of value, and formulate and further refine a customer- centered value proposition, with a specific focus on new product development (NPD).	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The parts of a business model</li> <li>• Revenue plans</li> </ul>	
Readings	Text Book Chapter 11	
Case Title and Number	Presentation of <u>Case 4</u> by pre-announced groups at the beginning of <u>Session-11</u> .	
Pedagogy	Lecture, class discussion, and student case presentation	
<b>Session No. – 11</b>	<b>Market Adoption and Technology Diffusion</b>	PLO 1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	At the end of this session, you will know how the diffusion of innovation theory influences consumer adoption of products and services with specific focus on new product development (NPD) and explain innovation and diffusion as ongoing processes with a range of factors affecting success at each stage.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Time lag between innovation and useable product</li> <li>• Innovative new products and consumption patterns</li> <li>• Crowdsourcing for new product ideas; Frugal innovation</li> </ul>	
Readings	Text Book Chapter 12	
Case Title and Number	Presentation of <u>Case 4</u> by pre-announced groups at the beginning of <u>Session-11</u> .	
Pedagogy	Lecture, class discussion, and student case presentation	

<b>Session No. – 12</b>	<b>Guest Lecture</b>	PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	The students will hear from Mr. Rahul Mathur, the founder and director of Udgam Logistics, about his experiences in innovation and entrepreneurship.	
Subtopics to be covered	The guest speaker's experiences and Q&A session.	
Readings	N.A.	
Case Title and Number	N.A.	
Pedagogy	Lecture and class discussion	
<b>Session Nos. – 13</b>	<b>New product development</b>	PLO 1, PLO2, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	In this session, we will recognize that a new product is a multi-dimensional concept and identify the different types of models of NPD	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• NPD as a strategy for growth</li> <li>• What is a new product?</li> <li>• Models of new product development</li> </ul>	
Readings	Text Book Chapter 13	
Pedagogy	Lecture and class discussion	
<b>Session Nos. – 14 &amp; 15</b>	<b>Learning from innovation failures and successes; course wrap-up</b>	PLO 1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO13, PLO14, PLO15, PLO16
Objective of the session	In the final session, I will give the students a nuanced view of multiple failures and successes, as will tie up what we have learned through the course.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Some business failures: What went wrong?</li> <li>• Success stories – Analyzing them</li> <li>• Course wrap-up</li> </ul>	
Readings	Text Book Chapter 12	
Pedagogy	Lecture and class discussion	

## **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.