

# USE – New Product Development and Marketing

This learning line will be partly re-examed starting 2024-2025. Re-examination is only available for students that failed the course in the year before.

New Product Development and Marketing	
Offered by	Department of IE and ID
Language	English
Primarily interesting for	All students.
Prerequisites	Required courses: - Recommended courses: -
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## Content and composition

Course code	Course name	Level classification	2024-2025	2025-2026
1ZEUA0	New Product Marketing	1.	Regular education	Regular education
1ZSUA0	Marketing research and design methods	2.	Stopped, only final exam retake (2x) (*)	Phased out
1ZAUC0	Marketing in action	3.	Regular education	Regular education
1ZAUA0	Innovating by design	3.	Regular education	Regular education

(\*) In 2024 – 2025 delayed BC1.0 students need to do both 1ZAUA0 and 1ZAUC0 as alternative program for 1ZSUA0.

## Course descriptions

### 1ZEUA0, New Product Marketing, Q1

How can a firm increase the likelihood of new product success? This course provides the answer; it provides an overview of the most important theories, models, and concepts in new product marketing. You will learn how customers with similar needs can be bundled into segments and how firms identify target markets and analyze which are most profitable. The course uses a mix of lectures, group assignments, presentations, and interactive cases to apply theory to real-life business situations.

Learning objectives:

1. Be able to recognize and retrieve the core paradigm of new product development and its underlying concepts and theories;
2. Be able to recognize and retrieve the core paradigm of the marketing planning cycle and its underlying concepts and theories;
3. Be able to link and combine npd with marketing concepts and theories;
4. Be able to apply market research theory to gather information on the forces in the micro and macro environment of an organization;



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## **1ZSUAC0, Marketing research and design methods, Q2**

Marketing Research and Design Methods is the second course in the "New Product Development and Marketing" USE sequence, and offers students an overview of several important market research and design methods for creating and launching successful innovations. Both qualitative and quantitative research approaches are presented, such as cultural probing, segmentation, targeting and positioning.

Learning objectives:

1. Differentiate between qualitative and quantitative research;
2. Apply a qualitative design-based technique (i.e., cultural probes) to support decisions for more radical product innovations;
3. Apply quantitative marketing-based techniques (i.e., segmentation, targeting and positioning) to support decisions related to which group of customers to approach and which attributes to focus on when approaching them;
4. Conduct exploratory data analysis using R- the statistical programming language;
5. Derive meaningful managerial implications from research results.

## **1ZAUC0, Marketing in action, Q4**

*Marketing in Action* teaches you how you can grow your firm through marketing leadership. Hence the course takes the perspective of the Chief Marketing Officer (CMO) rather than the brand management perspective. In particular, the course focuses on a broad understanding of market and competitive dynamics. The course considers the fact that competitors have access to the same marketing weapons to compete and change the market environment and is designed to improve:

1. Your strategic thinking to see and sense market changes and forces and anticipate actions and reactions from customers, competitors and other relevant players.
2. Your skills to design, implement, and evaluate marketing strategies through the use of marketing concepts and tools.

Most importantly, you will have the opportunity to apply the knowledge, concepts and tools you have learned so far in the New Product Development and Marketing USE sequence by developing and implementing a growth strategy for your own business using the MARKSTRAT business simulation. MARKSTRAT challenges participants to take their strategy from the classroom to the market. You can talk the 'game' in the classroom, but can you stand the heat of intense competition, the squabbling of dissenting group members, and the pressure to perform facing uncertainty, information overload, and resource constraints?

Learning objectives

1. Understand the main conceptual frameworks of strategic marketing thinking.
2. Internalize strategic marketing thinking through practice.
3. Translating marketing research reports to strategic actions.



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## **1ZAUA0, Innovating by design, Q3**

In this course related to the Smart Environment track in the TU/e health theme students are asked to: Investigate the innovation opportunities for building good neighborhoods using a customer centric method (cultural probe); Identify design opportunities and come up with a number of radical concepts that can dynamically engage citizens in creating self-empowered and sustainable communities; Evaluate the comparative strength of these concepts and innovation opportunities using conjoint analysis.

Learning objectives:

1. The primary objective is to become familiar with the importance of customer centric and design driven innovation and creating values for customers that go beyond the value offered by competing products available in the market.
2. The second objective is to let students experience the hands-on practice of innovating by design, creating new concepts for the relevant contexts, using the appropriate theories and methods for such practice, while being stimulated to depart radically from current product offerings.
3. The third objective is to let students reflect critically on the value of radical, design driven innovations, and enable them to make explicit comparisons between radical innovations and existing products. This objective also implies that students should be able to argue their case engaging in a normative argument with an audience about the pros and cons of their concepts.

*Please note that this brochure only contains descriptions and transition information about the learning line. In the course catalogue you find information about scheduling and type of education and examination.*