

# NEW PRODUCT MARKETING - INNOVATION FOR THE PUBLIC ACADEMIC, A CASE STUDY

## SUMMARY

The launch of new products on the market is a common practice for some companies, and these actions guarantee their permanence and the creation of competitive values. This paper aims to present a case study of a company launching a distance learning course for teacher training and qualification with a view to marketing planning. With a methodology based on observation, bibliographic research in articles and books, document analysis and context analysis, with touches on qualitative research, the viability of critical data collection for marketing planning can be seen. From the data, it is possible to extract scientific information on the actions taken, showing the entire project and development of this innovative product, as well as the tactical and strategic planning for decision-making. This paper is for guidance and serves as an instrument for entrepreneurs and academics in the development of new products and new research, respectively.

**Keywords:** New product marketing. Innovation. Products. Marketing

## ABSTRACT

The launching of new products on the market is a usual practice for some companies, being actions that guarantee their permanence and the creation of competitive values. The present work aims to present a case study of a company launching a distance education course for teacher education and training with a view to marketing planning. With methodology based on observation, bibliographic research in articles and books, document analysis and context analysis, linked to qualitative research. Thus, the feasibility of critical data collection for marketing planning is perceived. From the data, it is possible to extract scientific information from the actions taken showing the entire project and development of this innovative product, as well as the tactical and strategic planning for decision making. This work is guiding and serves as an instrument for entrepreneurs and academics in the development of new products and new research, respectively.

**Keywords:** New product marketing. Innovation. Marketing Products

## 1 INTRODUCTION

This paper aims to present objective definitions about the process of developing and implementing new products with a case study of the company Viabile School for innovation in a training and qualification service for teachers in the education area. For a micro company, venturing into the implementation of a new product can be a radical or semi-radical action from the point of view of financial risk, becoming a decision-making process and strategic planning a critical and crucial decision for the success of the company's operations. The current business environment mostly comprises a high rate of innovative technologies, reducing the maturation period of new ventures, with a significant reduction in the life cycle of products. Following this premise, it is possible to

consider that good planning is a crucial tool for the success of the enterprise, since its habitat is bathed in technological innovations, distance learning courses, hybrid courses and a lot of added value to the product.

When preparing a good plan, the vision of the future and predictability of the obstacles and impacts of this product on the market must be put on the agenda, so that it is possible to make the best decisions involving the key points of its construction, presentation and insertion in the consumer market.

With a well-detailed business mission, the objectives prove to be important in guiding the company in its tasks, separating the corporate level from the business unit, product and market, necessary for planning marketing or other functional strategies of the company.

This work addresses the business, product and market level, notwithstanding the company's defined corporate needs, which are in line with the objectives required to build and implement this new product on the market.

In this way, all the planning and marketing study for the product launch is based on an EAD course with the following theme: Educational Technology - New teaching perspective.

## **2 DEVELOPMENT**

To develop a new product, it is necessary to understand the real needs of the consumer market, and then build a product that reflects pragmatic solutions to their purchasing objectives. Whether these needs are physiological, safety, social, esteem or self-realization, the focus and approach of the product in the market must be in line with the consumer's satisfaction relationship.

As said by Motta, *et. a*(2007) apud Ikeda (1988), "the first step of a small business should be to identify the needs of its consumers or potential consumers and develop its products based on these needs."

Therefore, the expressed needs of the product in question reflect the public's need for professionalization and continuing education to deliver higher quality teaching/learning to its clients (students). This is reflected in the data from the Brazilian Yearbook of Basic Education (2019) which reports the proportion of teachers without training compatible with their teaching disciplines:

Figure 1 - Proportion of teachers without compatible training

<b>Brasil e regiões</b>	<b>Ensino Fundamental – anos finais</b>	<b>Ensino Médio</b>
<b>Brasil</b>	37,8	29,2
<b>Norte</b>	50,2	29,5
<b>Nordeste</b>	52,9	36,5
<b>Sudeste</b>	27,1	26,1
<b>Sul</b>	23,3	20,8
<b>Centro-Oeste</b>	41,9	40,1

Source: Brazilian Yearbook of Basic Education (2019) by Todos pela Educação and the Santillana Foundation.

To complete the data, it is clear that the situation is worsening in specific disciplines such as physics and chemistry, which represent 19 out of every 100 teachers who have a degree based on data from 2013.

Figure 2 - High school Physics and Chemistry teachers who have a bachelor's degree

<b>Ano</b>	<b>Nº total de professores que lecionam química</b>	<b>% com licenciatura em química</b>	<b>Nº total de professores que lecionam Física</b>	<b>% com licenciatura em física</b>
<b>2011</b>	46.408	29,2%	51.905	16,6%
<b>2012</b>	44.380	32,7%	50.433	18,1%
<b>2013</b>	45.619	33,7%	50.802	19,2%

Source: Brazilian Yearbook of Basic Education, data from 2011, 2012 and 2013.

In terms of educational results and school performance, teaching references take on a prominent position. Considering the figure above, it can be concluded that the construction of the curriculum for non-licensed professionals contributes to the lack of preparation of the teaching professional, a situation that sanctions the low quality of teaching. According to data from the survey carried out by IBOPE (2018), promoted by Itaú Social and Todos pela Educação:

The research shows that there is a strong desire for professional development among teachers, since 77% of them have specialized courses. Only 29% of teachers agree that their initial training adequately prepared them to start teaching. In this sense, in addition to policies aimed at improving initial training, continuing education is essential for improving teaching practice. (IBOPE, 2018)

Regarding the size of the target audience (consumer market), the number of basic education teachers in Brazil can be extracted from the Basic Education Census research compiled by CARVALHO (2018):

Figure 3 - Teachers by region - Brazil - 2009/2013/2017

		ED. INFANTIL		ANOS INICIAIS		ANOS FINAIS		ENSINO MÉDIO	
		N	%	N	%	N	%	N	%
2009	Centro-Oeste	23.971	6,3	56.070	7,6	56.362	7,2	35.328	7,7
	Nordeste	104.997	27,8	218.638	29,6	248.298	31,6	118.281	25,7
	Norte	25.208	6,7	64.652	8,8	72.913	9,3	29.836	6,5
	Sudeste	162.691	43,1	292.485	39,6	292.727	37,3	203.375	44,2
	Sul	60.708	16,1	106.048	14,4	115.102	14,7	73.435	16,0
	TOTAL	377.575		737.893		785.402		460.255	
2013	Centro-Oeste	30.387	6,3	58.771	7,8	54.204	6,7	37.342	7,4
	Nordeste	119.382	24,9	213.995	28,5	244.722	30,5	124.372	24,5
	Norte	30.378	6,3	70.858	9,4	80.171	10,0	35.706	7,0
	Sudeste	217.898	45,5	294.473	39,2	309.310	38,5	227.760	44,8
	Sul	80.787	16,9	112.326	15,0	114.704	14,3	82.734	16,3
	TOTAL	478.832		750.423		803.111		507.914	
2017	Centro-Oeste	37.082	6,7	60.641	8,0	56.206	7,3	39.838	7,8
	Nordeste	135.921	24,4	216.436	28,4	232.797	30,4	126.487	24,8
	Norte	33.990	6,1	70.854	9,3	79.609	10,4	37.706	7,4
	Sudeste	246.721	44,2	300.619	39,5	285.120	37,3	226.647	44,4
	Sul	103.859	18,6	113.258	14,9	111.231	14,5	79.438	15,6
	TOTAL	557.573		761.808		764.963		510.116	

Source: (CARVALHO, 2018, p. 12)

In contrast to this situation, the product presented here assumes the position of providing an alternative to this public for professional training in the teaching area.

## the. ENVIRONMENT DELIMITATION

In the primary planning step, the microenvironment threshold is a great way to get to know the customers, suppliers, intermediaries (sellers), audiences and competitors potentially involved in this new product. To do this, the following conditions for this future product are noted through data collected at the study company:

- Clients: Consumer market;
- Audience: Teachers and those interested in the art of teaching;
- Competitors: Other distance learning companies offering the same course;
- Intermediaries: Commissioned sellers of distance learning courses;
- Suppliers: none.

For the macro environment, that is, the one over which the company has no control, the following factors are perceived:

- Demographic environment: Native or fluent Portuguese speaker, of legal age, with higher education and a propensity for teaching activities;
- Economic environment: Prone to investments in education;
- Natural environment: Strongly encouraged to invest in distance learning courses by retention of people in homes due to the COVID-19 pandemic;
- Technological Environment: Plenty of resources for agile product development;
- Cultural Environment: cultural barriers to teachers' ongoing teaching. However, the reflection of planning based on the environmental information provided, must be carried out in a way that takes advantage of the positive points that influence opportunities and competitive advantages, while it is necessary to work on the negative points of threats and weaknesses to improve the product's impact on the market.

## **b. CUSTOMER PROFILE**

The target audience includes teachers of basic, technical and higher education, as well as aspiring teachers, fluent in Portuguese with good learning skills via distance learning, minimum income for the category and interested in professionalization in the teaching area.

To better understand our consumer audience, we can segment them based on their generation. Through research from the Basic Education Census of 2009, 2013 and 2017, compiled in INEP research report 41, authored by CARVALHO (2018), we can see that:

The study showed that typical Brazilian teachers in 2017 are women (81%), white (42%) or mixed race (25.2%), with an average age of 41 years, allocated primarily to the initial stages of basic education. (CARVALHO, 2018, p. 5)

Therefore, the marketing campaign modeling is built in a primarily female environment, with the understanding that there will be efficient training for an audience whose age corresponds to generation X and, to a lesser extent, to generation Y. Knowing this generation, the following impact data can be extracted for the construction of the product:

- Has greater maturity with accurate assessment of quality;
- Seeks freedom;
- They are not as adept at technology as generations Y and Z;
  - They are reclusive in their activities, but they do not lose collective coexistence.

With this profile definition, it is possible to build a product that meets the desires of the desired consumer, culminating in quality success for this audience.

### c. MARKETING COMPOUND

To achieve the proposed objectives for the target consumer market, the set of tools proposed by Philip Kotler, called the 4Ps of marketing, is used to obtain the necessary definitions to promote the product effectively.

Figure 4 - Four marketing mix variables



Source: Kotler and Keller (2006)

Based on the premises of the previous topics, the marketing mix can be defined as follows:

#### **PRODUCT**

Professional training course on educational technology and the new teaching perspective, with the following characteristics:

- Distance learning;
- Differentiated quality according to Benchmarking analysis;
- Teaching by a Doctor in the field of education.

#### **SQUARE**

Distribution of the product purely in a virtual environment, from registration to course delivery. In terms of distribution channels, a direct value delivery network is observed with a distribution channel at level 0, that is, the manufacturer Viabile delivers the product/service directly to the end consumer.

#### **PROMOTION**

Promotion is a set of tools to ensure that all the value created reaches the customer. This communication channel assumes the role of announcing the product's values in a persuasive and clear way to the customer.

The promotion mix represents a combination of management tools for promote products or services efficiently and constitutes dividing factors for the success or failure of the implementation of a new product. Below are the main tools used for the promotional mix of the product under study:

- **Advertisement:** Ads boosted according to the customer profile and geographical limitations in the marketing plan described above, with an environment located on the internet in the following digital channels: Instagram; Facebook, Telegram, Whatsapp, among others;

- **Sales promotion:** Identified as a useful tool to expand the advertising impacts. Therefore, 3 sales batches of course registrations were created. 1st batch with a 30% discount on the overall price of the product; 2nd batch with a 20% discount and 3rd batch with a 10% discount. This strategy was aligned with the construction of the product price so as not to harm the consolidation of value and significant revenues from the same;

- **Merchandising:** Analysis of competitors and the value of their products to generate positive differentiation and good practices to boost sales promotion;

- **Personal selling:** sales made to the company's customers directly, telephone contact, email, or direct personal communication;

- **Advertising:** From those directly and indirectly involved in the project, we expect if verbal and non-verbal communication is used to promote the new product and achieve positive results with its implementation. This tool is called unpaid advertising.

## PRICE

When studying pricing, finding the right strategy to guarantee the sum of the values that the consumer will exchange for the benefit of obtaining the product is a daunting challenge. To do this, the customer profile must be analyzed again and it must be determined whether the sale will be geared towards a large or simplified volume. The price must be compatible with the strategies adopted in the other items of the marketing mix, and its execution must be feasible through financial or personnel resources.

Benchmarking and/or merchandising are tools that allow you to assess which strategy the market is using: price-oriented sales (higher volume) or differentiation/ quality-oriented sales (lower volume). Either approach can be adopted, but remember that the one that best suits your company is the one that best matches its mission.

and its strategic objectives. The product must reflect the organization's vision for the future, aligned with its objectives and goals. The following data were collected for the case study:

**Sales Guidance:**For the price, higher sales volume. Justified by the company being an emerging organization that needs customers for the development of its products and brand awareness in the market.

According to the above guidelines, the Sales Price - PDV was constructed according to the fixed and variable, direct and indirect costs of developing and implementing the product, in conjunction with the estimated sales volume per month and the value added to it. Finally, it was possible to define the product's markup and the sales break-even point to maintain positive profitability.

Table 1 - Estimated product revenues

RECEITAS			
			Valor
ENTRADA	Preço médio unitário de treinamento		R\$ 159,90
	Quantidade estimada de treinamentos vendidos/Mês	45	R\$ 7.195,50
	Total PAGO		R\$ 7.195,50

Source: the author (2021)

Table 2 - Financial expenses of the product

Despesas Financeiras		
Despesas administrativas 2%	AÇÕES	R\$ 0,00
	% sobre Receita	0%
	Investimentos Previstos	R\$ 0,00
Impostos 10%	IMPOSTOS	R\$ 719,55
	% sobre Receita	10%
	Total Previsto de Impostos	R\$ 719,55
Investimentos 2%	APLICAÇÕES EM MELHORIAS	R\$ 0,00
	% sobre Receita	0%
	Total previsto de Investimentos	R\$ 0,00
Fator K 2%	IMPREVISTOS	R\$ 359,78
	% sobre Receita	5%
	Total previsto de fator K	R\$ 359,78
TOTAL DESPESAS FINANCEIRAS		R\$ 1.079,33
% sobre Receita		15%

Source: the author (2021)



Table 3 - Product operating expenses

Despesas Operacionais			
<b>Gastos Fixos</b>	<b>Geral</b>	Plataforma de ensino	R\$ 60,00
		Prolabore socio 1	R\$ 2.500,00
		Prolabore socio 2	R\$ 2.500,00
		Outros	R\$ 0,00
	<b>TOTAL PAGO DESPESAS FIXA</b>		<b>R\$ 5.060,00</b>
<b>Gastos Variáveis</b>	<b>% sobre Receita</b>		<b>70%</b>
	<b>Geral</b>	Impressão de certificados	R\$ 135,00
		Envios - Correios	R\$ 0,00
	<b>TOTAL PAGO DESPESAS VARIÁVEIS</b>		<b>R\$ 135,00</b>
	<b>% sobre Receita</b>		<b>2%</b>
<b>TOTAL DESPESAS OPERACIONAIS</b>		<b>R\$ 5.195,00</b>	
<b>% sobre Receita</b>		<b>72%</b>	
<b>TOTAL PREVISTO DESPESAS OPERACIONAIS</b>		<b>R\$ 2.158,65</b>	

Source: the author (2021)

Table 4 - Marketing Appropriation

Apropriação Marketing		
<b>Apropriação Marketing</b> 30%	<b>Campanhas de Marketing</b>	R\$ 719,55
	<b>% sobre Receita</b>	<b>10%</b>
	<b>Investimentos Previstos</b>	<b>R\$ 719,55</b>

Source: the author (2021)

Table 5 - Marketing Appropriation

<b>RESULTADO</b>	Receita (Entrada)	R\$ 7.195,50
	Investimentos + Caixa	R\$ 359,78
	Gastos Operacionais Totais	R\$ 5.914,55
	Impostos	R\$ 719,55
	Lucro Líquido (Pós investimentos e ap. de caixa)	R\$ 201,63
	% de Lucro (Margem de Lucro)	8%
	Giro de Capital (receitas / capital investido)	10,000
	ROI (Margem de Lucro x giro de capital)	0,78
	<b>Saldo (Lucro + Caixa + Valor investido)</b>	<b>R\$ 561,40</b>

Source: the author (2021)

For the planning presented above, the operating expenses are highly high according to the normal sales conditions of this product. However, this planning is for the implementation of a new distance learning product, which is justified by a high investment in labor in its genesis, but which stabilizes by increasing its profit margin for subsequent classes.

Regarding the estimated number of students for the pre-set sales price of the course, it is understood to be conservative for the results of the studies carried out, but it is set as a target because it represents the sales break-even point for a minimum profit margin result after financial appropriations of 8%. The pre-set price refers to the 1st batch of sales as defined in the promotion strategy, and may increase by 30% of its total value in the following years.

next sales batches. The sales dates for the remaining registration batches must be in line with the results and goals achieved by the sales team to ensure sustainability in the product sales process.

## **FINAL CONSIDERATIONS**

Based on the studies carried out, it is clear that detailed planning is necessary for the development of a new product and/or service. Management tools are great allies to ensure satisfactory results from its implementation. Technological innovation applied to the EAD product under discussion allows for low costs and significant advantages for project costs.

The process of innovation and development of new products is divided into stages such as idea selection, proof of concept and development. Each stage must follow strict plans and goals for its success. It is known that this action is not easy, but it can generate significant competitive advantages for organizations. Regarding this, Kotler (200, p. 380) says that:

There are eight steps involved in the new product development process: idea generation, idea selection, concept development and testing, marketing strategy development, business analysis, product development, market testing, and commercialization. The purpose of each step is to determine whether the idea should be abandoned or whether it should proceed to the next step. (KOTLER, 2000, p.380)

Even in the face of all this challenge, it can be said that marketing launching new products is a fundamental activity, as it represents the long-term success of the organization.

New products are essential for a company's long-term success. But the process is not easy. The capacity for innovation is a differentiating factor for consumers. Marketing is very important when launching new products. Firstly, it is about knowing what consumers want, so that the products are born with a high chance of success. (NEVES; CASTRO 2003, p.41)

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