

## **Online Course Syllabus**

### **Course Information**

*Course Number/Section*      ENTP 6375.0W1 / SYSM 6332.0W1 / MIS6375.0W1 / OPRE6394.0W1  
*Course Title*                      Technology and New Product Development  
*Term*                                      Fall 2022

### **Professor Contact Information**

*Professor*                              Mr. Dan Bochsler  
*Office Phone*                          none  
*Other Phone*                          none  
*Email Address*                      [dan.bochsler@utdallas.edu](mailto:dan.bochsler@utdallas.edu) (use course Message function during the course)  
*Office Location*                      none  
*Online Office Hours*                generally online multiple times each day  
*Other Information*                  **USE COURSE MESSAGE FUNCTION FOR ALL COURSE MATTERS.**

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### **Course Modality and Expectations**

<b>Instructional Mode</b>	Online. All instruction and assignments will be online.
<b>Course Platform</b>	Blackboard (eLearning system) and Microsoft Stream (for videos only) are used in this course. See Required Textbook and Materials for additional simulation access required. This course does not use MS Teams or any outside social media for any course purpose.
<b>Expectations</b>	Students are expected to access the course <u>at least once daily</u> to remain aware of postings, class notices, and other course information.
<b>Asynchronous Learning Guidelines</b>	This course is fully online and asynchronous. While the syllabus has quite a bit of detail, this is necessary to provide as much information as possible for students, as this course often includes students located in different parts of the world.

### **COVID-19 Guidelines and Resources**

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

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### **Class Participation**

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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## **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

## **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

None.

## **Course Description**

This course addresses the strategic and organizational issues confronted by firms in technology-intensive environments. The course reflects six broad themes: (1) managing firms in technology-intensive industries; (2) forecasting key industry and technology trends; (3) linking technology and business strategies; (4) using technology as a source of competitive advantage; (5) organizing firms to achieve these goals including processes and agile development; and (6) implementing new technologies in organizations. Students will analyze actual situations in organizations and summarize their findings and recommendations. Case studies, lectures, readings, course discussion participation, and a strategic innovation simulation are stressed. We will examine the organizational challenges in the management of technology. We explore sources and patterns of innovation, standards battles and dominant designs, entry timing, project selection, collaboration, and the management of the internal process of innovation. This course is useful to students interested in understanding how to bring innovation forward to the market – the heart of entrepreneurship whether in big companies or small, new or old.

## **Student Learning Objectives/Outcomes**

Upon successful completion of this course, students will understand the role, importance and key principles of technology and new product development in technology intensive industries.

Additionally, the learning objectives for the simulation assignment include understanding:

- 1) Best opportunities for new products are not visible early on. New applications can appear unattractive, but often represent best long-term opportunity.
- 2) Timing and level of R&D spending is difficult to gauge.
- 3) Assessing emerging technology opportunities is difficult using standard approaches.
- 4) Balancing dual requirements for simultaneously investing in core business and innovation which is challenging in any organizational setting.
- 5) Constraining financial criteria and an organizations impatience for growth can make innovation difficult.
- 6) From a technical perspective, gain greater understanding of business needs and considerations.
- 7) From a business perspective, gain greater understanding of technical needs and considerations.

The list of assigned readings and cases is included in this syllabus. Discussion questions are provided for each of the case assignments. Weekly topic discussion forum questions are posted as part of each weekly discussion forum. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in unit discussions is an important part of the learning experience in this course and will be evaluated.

Course work will take place against a background of conceptual material that is acquired through assigned textbook reading, selected case studies, a strategic innovation simulation, discussion forums with weekly topics, and recorded lectures which are listed in the course outline. Do not be discouraged by some technicalities you may encounter in readings and cases. The Instructor will not hold you responsible for knowing the history of a particular industry, nor for having studied the research issues. So, skip the technicalities and simply ask yourself what the key insights and findings of each reading and case are. And over time, try to relate them to the key ideas of other readings in the course.

The course has a mixture of relatively current and "classic" cases. The older classic cases offer the opportunity to discuss fundamental and timeless issues and challenges faced by companies yesterday, today and tomorrow. Please study them in that spirit and do not dismiss them out of hand simply because they seem "old." Ask yourself - as we will in the course - what can I learn from this situation that is relevant to my career today and tomorrow, and to companies/activities of interest in the future?

The course has been designed to allow flexible management of your time. You have the ability to work ahead if desired for a Unit. HOWEVER, you must actively contribute to weekly discussion forums during the assigned week. Your grade will be based on group and individual written assignments, and contributions to course discussion forums, and simulation assignments (see Grading Policies and Assignments below).

### **Required Textbooks and Materials**

#### *Required Texts*

Schilling, Melissa A., Strategic Management of Technological Innovation, McGraw-Hill Irwin, 6<sup>th</sup> or 7<sup>th</sup> edition hard or soft back, or equivalent electronic formats.

#### *Required Materials*

Course Pack Cases and Online simulation: You will be required to register and pay a fee online for access to a Strategic Innovation Simulation for this course. Go to: <https://hbsp.harvard.edu/import/938504>. After you register, you will pay and access the actual simulation. For selected journal readings/cases for the course, you will purchase cases as part of the course pack included with above simulation from HBR. If you already have one of the cases, you may optionally select the cases you don't already have when you purchase the simulation above. All cases, by specific document numbers as listed in the syllabus, are required reading and necessary for completing case analysis assignments.

### **Suggested Course Materials**

#### *Suggested Readings/Texts*

None.

#### *Suggested Materials*

None.

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

### **Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

### **Course Access and Navigation**

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

## Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

## Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

## Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

## Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Week 1 Unit 1 Aug 22 – Aug 28	<b>Course Access and Self-orientation</b>  <b>INTRODUCTION – IMPORTANCE OF TECHNOLOGICAL INNOVATION</b>	<ul style="list-style-type: none"><li>• Textbook, Ch. 1</li></ul>	<b>Complete Self Introduction on eLearning</b> <b>Form or join a group (individuals)</b> <b>Course Unit Discussion</b> <b>Topic Participation (individual)</b>	<b>28 Aug</b>
Week 2 Unit 2 Aug 29 – Sep 4	<b>SOURCES OF INNOVATION</b>	<ul style="list-style-type: none"><li>• Textbook, Ch. 2</li></ul>	<b>Course Unit Discussion</b> <b>Topic Participation (individual)</b>	<b>4 Sep</b>
Week 3 Unit 3 Sep 5 – Sep 11	<b>TYPES AND PATTERNS OF INNOVATION</b>	<ul style="list-style-type: none"><li>• Textbook, Ch. 3</li><li>• Case, Kodak and the Digital Revolution</li></ul>	<b>Course Unit Discussion</b> <b>Topic Participation (individual)</b>	<b>11 Sep</b>
Week 4 Unit 4 (part 1) Sep 12 – 18	<b>STANDARDS BATTLES, MODULARITY, DESIGN DOMINANCE, AND PLATFORM COMPETITION</b>	<ul style="list-style-type: none"><li>• Textbook, Ch. 4</li><li>• Case, Adobe Systems</li></ul>	<b>Assignment WA#1, Paper - outline form, 3-5 pages (each group)</b> <b>Course Unit Discussion</b> <b>Topic Participation (individual)</b>	<b>18 Sep</b>

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Week 5 Unit 4 (part 2) Sep 19 – 25	<b>TIMING OF ENTRY</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 5</li> </ul>	Course Unit Discussion Topic Participation (individual)	25 Sep
Week 6 Unit 5 Sep 26 – Oct 2	<b>DEFINING THE ORGANIZATION'S STRATEGIC DIRECTION</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 6</li> </ul>	Course Unit Discussion Topic Participation (individual)	2 Oct
Week 7 Unit 6 Oct 3 – Oct 9	<b>CHOOSING INNOVATION PROJECTS</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 7</li> <li>eJournal (see Library website) "Six Rules for Effective Forecasting", HBR Jul-Aug, 2007</li> <li>Case, Emerging Business at IBM (A)</li> </ul>	Course Unit Discussion Topic Participation (individual) Assignment WA #2, Paper -outline form, 3-5 pages, (individual)	9 Oct
Week 8 Unit 7 Oct 10 – 16	<b>COLLABORATION STRATEGIES</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 8</li> <li>Case, Millennium Pharmaceuticals</li> </ul>	Course Unit Discussion Topic Participation (individual)	16 Oct
Week 9 Unit 8 (part 1) Oct 17 – 23	<b>PROTECTING INNOVATION</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 9</li> </ul>	Assignment WA #3, Bibliography (individual) Course Unit Discussion Topic Participation (individual)	23 Oct
Week 10 Unit 8 (part 2) Oct 24 – 30	<b>ORGANIZING FOR INNOVATION</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 10</li> </ul>	Course Unit Discussion Topic Participation (individual)	30 Oct
Week 11 Unit 9 Oct 31 – Nov 6	<b>MANAGING THE NEW PRODUCT DEVELOPMENT PROCESS</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 11</li> <li>Case, Pearson</li> </ul>	Assignment WA#4, Paper – outline form, 3- 5 pages (Individual) Course Unit Discussion Topic Participation (individual)	6 Nov
Week 12 Unit 10 (part 1) Nov 7 – 13	<b>MANAGING NEW PRODUCT DEVELOPMENT TEAMS</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 12</li> </ul>	Course Unit Discussion Topic Participation (individual)	13 Nov
Week 13 Unit 10 (part 2) Nov 14 – 20	<b>CRAFTING A DEPLOYMENT STRATEGY</b>	<ul style="list-style-type: none"> <li>Textbook, Ch. 13</li> <li>Case, Teradyne Corporation: The Jaguar Project</li> </ul>	Assignment WA#5, Paper - outline form, 3- 5 pages, (each group) Course Unit Discussion Topic Participation (individual)	20 Nov

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Week 14 No classes – Nov 21 – Nov 27	<b>Fall Break and Thanksgiving holidays</b>	No classes this week, but students may still do coursework if they choose.		
Week 15 Unit 11 Nov 28 – Dec 4 Note: This is last week of the course. Remaining assignments and submissions due on Dec 4.	<b>SIMULATION report and peer review submissions.</b>	• none	<b>Assignment WA#6, Simulation report (individual). Use required format defined in syllabus sim assignment description.</b>  <b>Peer evaluation submission due.</b>	<b>4 Dec</b>

### Proctored Final Exam Procedures

There is no proctored final exam in this course. If your course has a proctored exam requirement, please see the [UTD Testing Center](#) webpage and [Distance Learning Proctored Exams](#) webpage to make arrangements.

### Grading Policy and Course Assignments/Assessments

These assignments and their relative weights in determining your final grade is summarized in the table below (see Academic Calendar for details):

### Grading Information

#### *Weights*

<b>WA-1.</b> Case - Adobe Systems	Paper: Group (bullet outline format; see syllabus)	10%
<b>WA-2.</b> Case - IBM, emerging businesses	Paper: Individual (bullet outline format; see syllabus)	15%
<b>WA-3.</b> Annotated Bibliography	Paper: Individual (special format; see syllabus requirements and format)	15%
<b>WA-4.</b> Case – Pearson and Agile Dev	Paper: Individual (bullet outline format; see syllabus)	20%
<b>WA-5.</b> Case: Teradyne - Jaguar Project	Paper: Group (bullet outline format; see syllabus)	10%
<b>WA-6.</b> Strategic Innovation Simulation	Paper: Individual (essay format; see syllabus requirements and format)	15%
Participation in Course Unit Topic Discussions	Assignment: Individual. Open discussion among all students in response to unit questions/concepts posed by Instructor and students. See syllabus for requirements.	15%

Total		100%
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### *Grading Scale*

Scaled Score	Letter Equivalent
>=94 - 100	A
>=90 - <94	A-
>=87 - <90	B+
>=83 - <87	B
>=80 - <83	B-
>=77 - <80	C+
>=70 - <77	C
Less than 70	F

### *Grading Policy*

A peer evaluation process will be utilized to adjust individual grades, if necessary, on all group assignments. The peer evaluation form should be completed individually and submitted through eLearning online using the Peer Evaluation assignment document posted in Unit 11. Questions about a graded assignment will only be considered within 4 days after posting in the course.

### *Accessing Grades*

Students can check their grades by clicking “My Grades” on the course menu after the grade for each assessment task is released.

### *Evaluation*

Most of your grade will be based on group and individual written assignments. Assignments will be evaluated on multiple factors, including (a) fully addressing the requirements; (2) critical evaluation and effective insights into the case situation; (3) demonstrated ability to apply the course concepts and frameworks in your analysis; (4) logical conclusions and effective recommendations; and (5) effective and required format. Particular care should be taken to fully address the requirements for each paper as detailed in the assignment.

Evaluations of case analyses will utilize the following general format (example only):

#### **Evaluation Criteria:**

	<b>Approximate Possible Points</b>	<b>Points Earned</b>
<b>1.</b>	3-4	
<b>2.</b>	3-4	
<b>3.</b>	3-4	
<b>4.</b>	3-4	
<b>5.</b>	1-2	
<b>6.</b>	1-2	
<b>OVERALL EVALUATION</b>	<b>15.0</b>	

The first several evaluation criteria will generally consist of the questions listed for individual and group case analysis assignments. Points possible for an item will vary from cases to case based on the number of questions and the nature of the assignment itself, and the overall grade weight for the assignment. There will be additional consideration of items like: demonstrated understanding of client’s business, analysis of strategic issues/concerns, development and presentation of useful recommendations, and effective use of course concepts. Communications evaluation will look at clear and to the point delivery, organization, presentation and effectiveness. The overall evaluation may then be followed by additional text commentary from the Instructor.

### **Assignments**

#### *Self Introduction*

Each student should post a Self-Introduction in the Self Intro Discussion area of eLearning prior to the first class Unit, and no later than the end of the first Unit week as noted in the Academic Calendar. Please feel free to put

down ONLY those informational items you are personally comfortable sharing with the class. This information may also assist in the formation of groups for the course and includes information such as:

NAME: (per the University records)

PREFERRED NAME: (what do you want to be called)

PHONE: (optional, but useful)

EDUCATION: (what, when, where)

EMPLOYMENT: (current)

TOTAL WORK EXPERIENCE: (what you did, where, number of years)

SPECIAL SKILLS/EXPERIENCE:

MOTIVATION: (why are you here? why in this course?)

EXPECTATIONS: (what do you expect to learn in/gain from this course?)

PERSONAL NOTES: (tell us a little about yourself).

### Formation of Groups and Group Assignments

The instructor will use a group on-line sign-up sheet in the course to form groups for group assignments. A private discussion area will be available on the discussion boards for each group's internal group communications, if a team does not otherwise utilize some other collaborative online tool of their own.

Part of the work in this course will be performed in groups. All students must form and sign up to small groups (3 members maximum, and no 1 member groups) during the first TWO weeks of the course. With the self-introduction information referenced above, each student must sign up/join a group using the group sign up area in the course. Please do this as early as practical in the course, so your group is working well before the first group assignment is due. Should any student not sign up in a reasonable, timely manner early in the course, the instructor will assign them to a group.

### Strategic Innovation Simulation

This online simulation allows students to play the role of a business unit manager at Back Bay Battery Company, who faces the dilemma of balancing a portfolio of investment strategies across products in the rechargeable battery market space. Players have to manage R&D investment tradeoffs between sustaining investment and sales revenue in the unit's existing battery business, versus investing in a new or improved battery technology.

Take time early in the semester to read, study and understand the online simulation documentation. Using the simulation throughout the entire semester is required, in order to improve your knowledge and thinking as a result of each week's topic materials, readings, discussions, etc. The student must decide which market opportunities to pursue, each of which offers the student varying levels of market intelligence and differing short- and long-term payoff prospects. Students manage the investment portfolios over many simulated years. Throughout the simulation, the student is forced to address a number of challenges, including timing and level of investment across both mature and new technology businesses, choices regarding market opportunities, and inherent product performance characteristics, requirements to meet sales forecasts which constrain financial objectives, and constant trade-offs between investment options; all in the context of uncertain market information. This simulation will be learned and played over the course of the semester, and is accessible online. (See Textbook and Materials section earlier in this syllabus for registration details).

**This will be an individual assignment, but students are encouraged to share and exchange ideas, thoughts, issues, strategies, etc. with the class and professor through the Simulation Discussion Forum in the course.**

However, simulation assignments must be the entire and original work of each student in the online simulation. The end of semester assignment for the simulation will be to prepare and submit an essay form report paper about their simulation experience. The report should be **6 or more full (single spaced, 11 font and spacing size, essay format, 1 inch margins all around) typed pages, PLUS tables/charts, cover sheet, and table of contents (this means in addition to 6 or more full written report pages)**, that describes your reflection of the simulation and document/discuss actions taken during the maximum consecutive rounds of the simulation possible.

Your report **must include and be organized with labeled sections** according to the following format sections:

1) Play Summary: an evaluation of one of your plays year by year;



- 2) Success and Failures: observations and analysis overall for your sim work;
- 3) Personal Perspectives: relationship to your personal interests and experience;
- 4) Lessons Learned: how the simulation influenced your thinking process;
- 5) Reflection: explaining what decisions were correct, and what should/could have been done differently; and
- 6) Concept Integration: inclusion of at least a few course/unit topics and readings as analytical tools and references that relate to the case.

Semester simulation activity notes/guidelines:

- a) Each student can play/replay the simulation up to 30 times maximum during the semester – that is the system limit. You are required to play at least 20 plays during the semester.
- b) Within each “play”, a student makes decisions for a maximum of 8 years. If you make it to end of all 8 years, you have a successful play. If your decisions result in being “fired” before you finish 8 years of decisions, that is a failed play.
- c) Take your time in analyzing the data and making decisions for each year of a play, and in improving your decisions from week to week.
- d) You must attempt at least 2 plays each week of the semester starting with the 3<sup>rd</sup> week. For each week of less than 2 plays, 0.5 point will be taken off of the possible assignment grade points. However, once you successfully complete a full 8 years of a play, then the weekly minimum penalty will not apply for the remaining weeks of the semester.
- e) During roughly the 1<sup>st</sup> half of the semester, only 3-4 plays maximum is recommended per week. Take your time. There are only 30 plays max over the entire semester. Strive to learn and understand the tradeoffs. It is not difficult to have a successful play balancing the issues and decisions each year. However, if you don’t get at least 1 successful play during the maximum of 30 plays over the semester, then 2 points will be lost off of the possible assignment grade points.
- f) Ensure that you save/retain copies of notes and information for your assignment submission at end of semester. You will submit this assignment electronically through a course assignment.
- g) For first few weeks, you may not be able to go the maximum number of simulated years in a play as you begin to learn the business tradeoffs. That is ok and expected. Students usually end the semester with 20-30 plays, including at least a few fully successful plays. Once you have a successful play, the goal should be to test your learning to improve your sales and revenue results.

Overall, have fun while at the same time better understand the integrated/interrelated nature of decisions involving sales, forecasting, finance, research and development, and assessing product market (customer) characteristics. There is a tried and true saying from a general integrated business perspective – “nothing happens until you sell something” and then the interrelationships between these constantly changing factors are what decision makers have to juggle.

### Annotated Bibliography

Each student will be required to provide an Annotated Bibliography of 5 different research journal articles on a SINGULAR topic of their choosing dealing with some aspect of strategic management of technology and innovation. The bibliography will include five (5) individual articles on the topic. The articles should be drawn from The Harvard Business Review, California Management Review, Sloan Management Review, Strategic Management Journal, Journal of Business Venturing, McKinsey Quarterly, Administrative Science Quarterly, The Academy of Management Executive and Long Range Planning. **Other sources may be used, but need to be of the same rigor, length and type as mentioned above, and cleared by the Professor IN ADVANCE of use.** You cannot use any of the course case articles for your annotated bibliography. Also, other sources like Harvard Business Review “online only or specialty” sources are **NOT** allowed – these are typically very short and are **NOT** the same as the required mainstream HBR journal. All articles must come from a published research print journal publication and are typically 8-20+ pages long.

All articles can be accessed as eJournals by using the UTD McDermott Library website – you must use UTD source in order to be able to access the proper type of articles and get them at no charge. The annotated bibliography will consist of 5 different written article summaries, and each must include 1.5 - 2 page minimum all text (single spaced, no charts, 11 point font and spacing, and 1 inch margins all around) summary, in your own words, of EACH article, and must be organized using these 4 sections: 1) major thesis of the article, 2) major findings, 3) empirical basis for the findings, and 4) implications for the practice of management; and with

proper, formal citations of each of the 5 source articles included. The student must submit a single MS Word or Adobe PDF file consisting of: a title page with your Annotated Bibliography topic listed, name, assignment, etc., and then all 5 annotated bibliographies of the articles, and submit through the eLearning assignment. **The sample format for the annotated bibliography organization and content MUST be used for preparing each of the 5 annotated bibliographies (see eLearning Unit in the course where the Annotated Bibliography assignment is due for a sample annotated bibliography of an article in the section format required).**

### Participation - Weekly Class Discussions

Discussions are a significant part of your grade. You **MUST** participate regularly in online discussions, and students consider this peer commentary an extremely valuable part of the course. A great deal of learning takes place when you share your experiences with others. The Instructor and students will post questions and comments to each Unit discussion board which you can respond to. It is absolutely necessary that you participate regularly, each week. In order to receive full discussion points you must post at least 3 or more substantial comments (1 individually originated comment by you, and 2 or more responses by you to other student comments) during at least 8 different weekly/unit discussion forums during the course. More than 3 is encouraged and is typical in this class as the variety of experiences and perspectives shared spurs lots of follow-on thoughts, ideas, and suggestions. Less than 3 each week will result in no credit for that weekly discussion. Other general discussion forums like sim, general questions, etc. are not related to this requirement and don't count. You will not get full credit for doing comment posting many times in the last few Units. It sometimes happens that students lose a letter grade because they are not participating each week as required, so make a sustained/consistent effort to be involved and post your perspectives each week. AND, discussion forums will generally only remain open for comment the week during the specific unit topic.

General rules for Participation in Discussion:

- 1) Discussion participation points will be given for both responses to discussion postings by students and for responses to questions that may be post by Instructor in a forum.
- 2) When a question is posted, the first five replies will generally answer the question directly, posts after that need to respond to the answers given by other students to mimic an in- class discussion. Look at this as a conversation with one another rather than trying to impress the Instructor with the "right" answer.
- 3) Grading also considers the quality of responses, not just the minimum of 3. So, posts such as "I agree" or "sounds good to me" do not count towards discussion participation (although you can certainly use these to advance the conversation, but with additional detailed comments and/or further questions). In order to count as discussion participation, your post has to be well thought out and pertain to the topic for the Unit. You should reference some of the concepts currently being examined in the class units, not just offer vague assessments or unsubstantiated opinions. You can also refer back to a previous Unit's material if relevant. Integration of concepts and sharing related personal experiences (if you so choose) is encouraged, since most issues don't operate completely independent of one another, and sharing of personal perspectives is an important part of any strategic discussion and situation assessments.
- 4) Keep discussion on topic and factual in nature. No flaming allowed. Opinions are fine as long as they are supported by facts. For example, stating that you think that a specific course of action is correct because of x, y, z is acceptable; stating that the previous commentator is not important, or not an intelligent person, is not acceptable.
- 5) Grammar and spelling are not graded in the discussion section, so don't feel that you have to spend hours editing your response. However, please use full words and sentences and good grammar, not acronyms and abbreviations – not everyone is familiar with them, and shorthand text message language is not permitted.
- 6) Limit your responses to roughly to 100-300 words – more than that can and does happen based on the discussion context, and that is fine. Just remember, with something really long, readers lose the point (and interest); although, occasionally someone shares an interesting article or extended perspective which is longer, and this is fine and encouraged.
- 7) In order to receive full participation points you must post at least 3 or more original/response comments to at least 8 different weekly/unit discussion boards during the semester as described above. No partial credit

is given; for example, making only 2 posts to a weekly forum results in no grade credit toward the minimum of 8 different weekly discussions.

- 8) In order to receive credit for participation, you must post during the week the topic is being discussed and the forum is open. Discussion forums are usually closed for comments at least a couple days in the week following the week of a discussion, and after that they are closed and no further comments can be posted. Please note that you can read posts anytime during the semester.

### Case Analyses and Guidelines

Written assignments will often require the analysis of case situations. Preparation for course units will also frequently require the analysis of a case situation. Case analysis assignments are designed to evaluate and develop your skills in:

- identifying key organizational issues (decisions or actions required in a given situation).
- analyzing the situation (identifying problems; understanding the underlying causal factors; and identifying and evaluating options), and uncovering comment threads/issues existing in multiple aspects of the case circumstances.
- recommending specific actions (what should be done, by whom, when and in what sequence) to address the key issues.

Specific questions for each case have been provided below to focus organize your analysis report, but are not intended as the sole focus of the case analysis. In general, there are no “right” or “wrong” answers for a specific case. Different insights are possible, depending on your individual perspective. Regardless of your perspective and conclusions, the Instructor expects you to identify, analyze with “bullet point” format. This format “takes apart” the case in detail, and then make assessments that: (1) address the identified issues; (2) follow logically from your analysis and conclusions; (3) make sense (are feasible) in the context of the case situation; and (4) organized in the order of the specific questions given in this syllabus for each assigned case.

The group and individual written case analysis assignments will require case analysis and recommendations. For the individual assignments, you may discuss the case with your study group. But, the papers (including tables and figures) are to be prepared and written individually. The following general approach to case analysis is recommended:

- 1) **Use only the case as is. Do not use or support your analysis with any current year data, info, or perspectives.**
- 2) Read the case quickly Identify key issues and decisions/action required (the case preparation questions will help you focus on the key issues). Prioritize the issues in terms of urgency and importance.
- 3) Decide what kind of recommendations should be made (and to whom).
- 4) Choose appropriate analytical tools/frameworks from those introduced in the course.
- 5) Analyze the situation thoroughly using the frameworks provided in the readings.
- 6) Draw logical conclusions based on your analysis.
- 7) Make specific recommendations for action in response to the questions posed in the case or the preparation questions (what should be done, who should do it, when and in what sequence).
- 8) Use only Outline Form Response format (see definition later in this syllabus, but often referred to as “bullet point” format) for the analysis. These analyses are NOT for long paragraphs in a prose style. Bullet points provide the ability to break issues (direct and indirect) in the case down into individual concept points and issues. This allows you to dig deep into the issues involved with are often intertwined in a situation/case, and have touchpoints in multiple places in the case. Again, see Outline Form Response definition below in Document Format section.
- 9) The case analysis must be at least 3 pages or more in length.

### Discussion Questions for Case Analyses

The following discussion questions are provided to help you complete a structured analysis focusing on the key issues in each case. It is important, in written assignments and discussions, to address each of these points and organize your bullet point analysis by each question.

#### **Case: Kodak and the Digital Revolution (A) (HBS #705448)**

1. Evaluate Kodak’s strategy in traditional photography. Why has the company been so successful throughout the history of the industry?

2. Compare traditional photography to digital imaging. What are the main structural differences? How have value creation and value appropriation changed in digital photography relative to traditional photography?
3. Evaluate Kodak's response to Sony's introduction of the Mavica in 1981. Was it appropriate?

**Case: Adobe Systems (HBS #801199)**

1. How was Postscript established as a de facto standard? How did Adobe make money from Postscript, despite its being an "open" standard?
2. Which firm is currently in a stronger position to control de facto standards in the eBook space: Adobe or Microsoft or others?
3. What should Adobe do? How can they win the standards war? Should they focus on eDocs or eBooks?

**Case: Emerging Business at IBM (A) (HBS #304075)**

1. Why do large companies like IBM find it so difficult to create new businesses? What are the primary barriers to success?
2. How did the EBO management system evolve over time? What was accomplished during the Thompson era?
3. How should Harreld deal with those businesses now reaching H2 status? Increase the number of EBO's?

**Case: Millennium Pharmaceuticals (A) (HBS #600038)**

1. In what ways might Monsanto react if Millennium pursues the Lundberg opportunity? How might that impact the internal organizational pressures within Millennium?
2. Could a Lundberg alliance benefit Millennium from a product development standpoint? How and in what manner?
3. Analyze the factors that would be crucial to a successful collaboration with Lundberg. Include both internal and external considerations.
4. In your opinion, was the Millennium product development process sufficiently mature at that time to adjust to the new demands that Lundberg's business goals would place on that process? If you were Pavia, what would be your recommendation to Levin?

**Case: Pearson's Successmaker: Putting the Customer First in Transforming Product Development Processes (HBS ref number: W11744 from Richard Ivey School of Business)**

1. What challenges does Adams-Woodford face as he develops his five-year product roadmap?
2. What benefits did Pearson realize in making the shift from a waterfall process to an Agile one? What downsides might be associated with this shift? What firm or market circumstances are more likely to benefit from a Waterfall or Agile methodology?
3. What are some of the things Greg should consider as he evaluates whether to continue to focus on the SuccessMaker product versus becoming involved in the company-wide Agile initiative? Which approach should Greg pursue?

**Case: Teradyne Corporation: The Jaguar Project (HBS #606042)**

1. Compare and contrast Teradyne's traditional project execution strategy to the approach it used in Jaguar. What is similar? What was different?
2. What impact did the project management tools have on the Jaguar project? Specifically, how did they change behavior? How did they influence performance?
3. What were the unintended consequences of using the project management tools? What lessons should Teradyne take away from the Jaguar project?

**Assignment submission instructions**

You will submit your assignments in the required file format with a clearly identifiable file name (see File Name Identification suggested below) by using the Assignments tool on the course site. Please see the Assignments link on the course menu or see the icon on the designated course unit page. You can click each assignment name link and follow the on-screen instructions to upload and submit your file(s). Please refer to the Help menu for more information on using this tool. **Please note: each assignment link will be deactivated after the assignment due time.** After your submission is graded, you may click each assignment's "Graded" tab to check the results and feedback. For the group assignments, one group member will submit the assignment for the group and all group members will be able to view the results and feedback once it's been graded. For all assignments, you

must confirm on your own that you have properly submitted your assignment. You should keep a copy of all submission confirmations in eLearning – if you don't click the right button during submission processes, you can find that your submission was not received and therefore gets treated as a non-submission with no grade given. In short, if you don't have/save a submission confirmation screen shown (save a copy of it each assignment), then your submission will not be successful and late assignments are not accepted.

### **Document Formats**

Effective written and oral communications are critically important in the business world. It is equally important that students "put their best foot forward" in written presentations and assignments. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in the evaluation of your work and ideas.

**All Documents.** Your name (or the group identification and names of all group members) the course number and the date should appear in a header at the beginning of each page of a document.

**General Written Documents.** The body of each written assignment should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, table of contents, charts or exhibits, and lists of references are not included in the page count. The document should use 11 point font type and spacing, single-spaced, with 1" margins all around), unless otherwise specified for a specific assignment. Appropriate titles and section headings should be used. Number the pages.

**Outline Form Response – Bullet Point format.** Most of the assignments specify an outline form response. The Instructor requires a statement/listing of each question followed by a prioritized, key bullet points list of the key items in your response. The expectation is that there are many short bullet points (not paragraphs) in each area, and even sub-bullet info items. Please **do not** think that putting a couple points for each answer is sufficient, nor that using lots of indenting for bullet points makes your paper longer than it is. Remember, this is a detailed analysis and touches on different aspects of material covered in the course. Use the entire course content to address your analysis information in detail. **A very general example of bullet point format organization is posted in the Unit with the first case analysis assignment.** Use 11 point font and spacing size, single spacing, with minimal or no indentation, and 1 inch margins all around.

**File Names to Identify Submissions.** When you submit your assignments in eLearning system, the file name should identify the course, assignment number, your name or group ID, and date you submitted it. For example, "ENTP 6375\_2 JSmith\_061019.doc" would identify John Smith's written assignment #2 submitted on June (06), 10<sup>th</sup> (10) day, and year 2019 (19).

### **Turnitin eLearning Assignment Submission Instructions**

Some assignment(s) are submitted and examined through the integrated plagiarism detection tool called Turnitin. Please find each assignment submission icon on the designated course page and click to open it. You can click the assignment title to view the assignment information. To submit your file, please click the submit icon, on the next page, select the option of "file upload", enter the submission title, click Browse to locate your file and click Submit button. You can then review (click "cancel, go back" if needed) and confirm your submission. (Note: only one single file may be submitted. Some common file types accepted are: Word or PDF for this course). You must use one of these in order for your submission to be accepted/readable by Turnitin and therefore gradable by me. You can go back to the assignment page to check the Originality Report (showing the percentage of similarity match and the sources detected) when it becomes available. Please note it may take some time for Turnitin to generate the originality report especially during the semester end busy time. For overwritten or resubmitted paper, it sometimes takes 24 hours. You can resubmit multiple times before the assignment deadlines. Please do not copy or plagiarize other source materials and cut and paste into an assignment, especially when in a rush. All submissions are expected and required (University Policy) to be your own and not copied from other sources.

### **Course Policies**

*Make-up exams*

**NONE.**

*Extra Credit*

**NONE.**

*Late Work*

**NO LATE WORK - Late work will not be accepted.** Written and discussion assignments will be before the date and time deadlines assigned in the course. Written assignments must be accessed and submitted through the Assignments icons in the course. **Email or Message submissions will not be accepted for any reason.** If you have a conflict, you need to complete and submit assignments **before the due date.** If you are not done with an assignment at the deadline, feel free to submit whatever you have **before the deadline** for possible grading.

*Special Assignments*

**None.**

*Class Participation*

Students are expected to login regularly to the course **each day** to ensure receipt of announcements, posts, Messages in a timely manner. See Weekly Class Discussions assignment section of this syllabus for specific requirements for the participation grade.

*Classroom Citizenship*

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

### **Academic Support Resources**

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***