

Course Syllabus

ENTP 6375-0W1, Technology and New Product Development

The University of Texas at Dallas

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Course Information

Course

Course Number Section	ENTP 6375-0W1/SYSM 6332-0W1
Course Title	Technology and New Product Development
Term and Dates	Summer 2016

Professor Contact Information

Professor	Mr. Dan Bochsler
Email Address	dan.bochsler@utdallas.edu
Online Office Hours	Online multiple times each day
Other Information	Send eLearning MESSAGE for specific online message conversation time

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

None. (3-0) Y

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.

Required Textbooks and Materials

Required Texts

- Textbook: Schilling, Melissa A., Strategic Management of Technological Innovation, McGraw-Hill Irwin, 4th edition, ISBN 978-0-07-8029233 (paperback).

Required Materials

- Course Pack: For selected journal readings, you may purchase cases directly from Harvard Business Review. See case numbers later in this syllabus for reference.
- Online simulation: You will be required to register and pay a small fee online for access to a Strategic Innovation Simulation for this course. Go to: <http://cb.hbsp.harvard.edu/cbmp/access/49144895>. After you register, you will pay and access the actual simulation.

Suggested Course Materials

Suggested Readings/Texts

- None.

Suggested Materials

- None.

Textbooks and some other bookstore materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores.

Course Policies

Make-up exams

None.

Extra Credit

None.

Late Work

Written assignments will be due on the date assigned and must be accessed and submitted through the Assignments icon in the corresponding unit of the eLearning system. Late work will not be accepted. If you have a conflict, you need to contact the Instructor before the due date and the Instructor will find an earlier date for you to turn it in.

Special Assignments

None.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual 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.

Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course 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 extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk:

<http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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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](#).

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Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#).

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

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center:

<http://www.utdallas.edu/elearninghelp>.

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Communications

This eLearning course has built-in communication tools which will be used 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 [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

Interaction with Instructor

The instructor will communicate with students mainly using the Announcements, Discussions and Message tools. Students may send personal concerns or questions to the instructor using the course Message tool. The instructor will reply to student messages within 24 hours, if not sooner, even though the online standard is 3 working days under normal circumstances.

The Instructor will generally attempt to check eLearning Messages daily during the regular Monday through Friday week period. The other form of regular interaction will be through the discussion boards for each course unit. The Instructor may post one or more questions, comments, notes, etc. during a course unit pertaining to the readings for that week. You will need to participate in the discussion function in order to get credit for discussions.

Web conferencing tools, like Adobe Connect or Telepresence, may be used in this course for real-time communications and interaction for group meetings related to group projects, simulations, and case analysis. These powerful tools combine Voice over Internet Protocol (VoIP) application and desktop sharing, instant messaging and whiteboard functionality to create a powerful, easy-to-use, collaborative learning environment. A group will communicate and arrange with the Instructor an agreed upon time for each teleconference meeting of each group. See Academic Calendar section for more details

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Student Resources

The following university resources are available to students:

UTD Distance Learning:

<http://www.utdallas.edu/elearning/students/cstudents.htm>

McDermott Library:

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/library/distance.html>.

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Student Assessments

The list of assigned readings and cases is included in this syllabus. Discussion questions are provided for each of the cases. 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, 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. Write these down. 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 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 needed for a Unit. Your grade will be based on group and individual written assignments, and your contributions to course discussions. 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

WA-1. Case - Adobe Systems	Paper: Group (outline form)	10%
WA-2. Case - IBM, emerging businesses	Paper: Individual (outline form)	15%
WA-3. Bibliography	Paper: Individual (outline form)	15%
WA-4. Case – Pearson and Agile Dev	Paper: Individual (outline form)	20%
WA-5. Case: Teradyne - Jaguar Project	Paper: Group (outline form)	10%
WA-6. Strategic Innovation Simulation	Paper: Individual (essay form) + presentation	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.	15%
Total		100%

Grading Scale

Scaled Score	Letter Equivalent
>=94 - 100	A
>=90 - <94	A-
>=87 - <90	B+
>=83 - <87	B
>=80 - <83	B-
>=77 - <80	C+
>=73 - <77	C
>=70 - <73	C-
Less than 70	F

Grading Policy

A peer evaluation process will be utilized to adjust individual grades on all group assignments. The peer evaluation form should be completed individually and submitted through eLearning online using the Peer Evaluation assignment in Unit 11.

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 presentation. 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:

Evaluation Criteria:	Approximate Possible Points	Points Earned
1.	3-4	
2.	3-4	
3.	3-4	
4.	3-4	

5.	1-2	
6.	1-2	
OVERALL EVALUATION	15.0	

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 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. Guidelines are provided on the eLearning group formation section. This information will 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

Part of the work in this course will be performed in groups. Students should form small groups (3 members required, and also the maximum number) during the first two weeks of the course. It is important that you select your groups to include a diverse set of skills. With the self-introduction information referenced above, which is accessible via eLearning system, each student should join a group or communicate with others to self-form a group. Everyone MUST sign-up in eLearning for their desired group number. Please do this as early as practical in the course, so your group is working prior to first group assignment.

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 in the unit's existing battery business verses investing in a new, potentially disruptive battery technology. The learning objectives 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 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 8 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 constraining 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. Students will be given an online link, and will be required to pay a small one-time fee online to use the simulation during the course. (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, strategies, etc. with among their group, and with the class through Simulation Discussion Forum posts on eLearning to increase the value of the situational learning.** However, simulation assignments are to be the entire and original work of each student. The end of semester assignment for the simulation will be to prepare and submit an essay form report paper about their simulation experience and also submit a Powerpoint presentation (8-10 slides) of their analysis of the simulation and their results. The report should be at least 6-8 pages double spaced, typed pages, PLUS tables, that outline your reflection of the simulation and document/discuss actions taken during the 8 rounds of the simulation. Also, you must include an evaluation of the firm's success and failures, your personal perspectives and how the simulation influenced your thinking process, explaining what decisions were correct, and what should have been done differently, and using Unit topics and readings as analytical tools and references. You may repeat the simulation several times during the semester as part of the learning process, but ensure that you save/retain copies of any information for your final submission. You will be asked to submit this assignment electronically through an eLearning assignment.

Bibliography

Each student will be required to provide an annotated bibliography of 5 different 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) 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 and type as mentioned above. All articles can be accessed as eJournals by using the UTD McDermott Library Distance Learning link found above in this syllabus. The annotated bibliography will include a 1-2 page (single spaced) summary of EACH article that summarizes the major thesis of the article, major findings, empirical basis for the findings, and implications for the practice of management; all with proper, formal citations of the source included. The student should provide a single MS Word or Adobe PDF file of all 5 annotated bibliographies of the articles, and submit through the eLearning assignment. The sample format for the bibliography content above (and posted in eLearning as a sample annotated bibliography of an article) can be used, but also APA or MLA formats are acceptable except for the single-spaced requirement noted above.

Weekly Class Discussions

Discussions are a significant part of your grade. You will be expected to 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 2-3 individually originated comments/responses to other student comments during at least 8 different discussion week Units during the course. 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, so make a point 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.

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 submitted by Instructor.
- 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 is done on quality of responses, not quantity. 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 class, not just offer vague assessments. You can also refer back to a previous Unit's material if relevant. Integration of concepts is encouraged since most issues don't operate completely independent of one another.
- 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, 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 – any more than that and readers lose the point (and interest); although, occasionally someone shares an interesting article which is longer, and this is fine and encouraged.
- 7) In order to receive full participation points you must post 2-3 original/response comments to at least 8 different discussion boards.
- 8) While you can continue to post to a topic of interest, in order to receive credit for participation, you must post during the week the topic is being discussed and open. Discussion forums are usually closed at least sometime in the week following the week of a discussion.

Case Analysis 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)
- 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 to focus your analysis, 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 approaches and insights are possible, depending on your individual perspective and approach. Regardless of your approach and conclusions, the Instructor expects you to make recommendations that: (1) address the identified issues; (2) follow logically from your analysis and conclusions; and (3) make sense (are feasible) in the context of the case situation.

The group and individual written 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) 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.
- 2) Decide what kind of recommendations should be made (and to whom).
- 3) Choose appropriate analytical tools/frameworks from those introduced in the course.
- 4) Analyze the situation thoroughly using the frameworks provided in the readings.
- 5) Draw logical conclusions based on your analysis.
- 6) 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).

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.

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: 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: 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: Pearson's Successmaker: Transforming product development for Agile 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 verses 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?

Group Assignments

The instructor will use a group on-line sign-up sheet to form groups for group assignments or projects. A private discussion area may be set up on the discussion board for internal group communications. A web conference system is available for use, if a team does not otherwise utilize something else like Skype, etc. on their own. Teams can schedule a live web conference for team work. Please see the [Web Conferencing page](#) for instructions on making a reservation and other web conference information.

Assignment submission instructions

You will submit your assignments (in the required file format with a simple file name and a file extension) 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.

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, charts or exhibits, and lists of references are not included in the page count. The document should use 11-12 point type, double-spaced, with 1" margins all around, unless otherwise specified. Appropriate titles and section headings should be used. Number the pages.

Presentation Format. Use MS Powerpoint. Keep it simple (no videos, sound effects, etc.) Limit animation to that required for an effective presentation.

Outline Form Response. Most of the assignments specify an outline form response. The Instructor will expect a statement of the question followed by a prioritized, key bullet points (or numbered) list of the key items in your response. The expectation is that there are many bullet points in each area, and even sub-bullet info items. Please do not think that putting a couple points for each answer is sufficient. 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.

Essay Form Response. Other assignments specify an essay form response. The Instructor will expect a well-organized paper that addresses the case questions and uses section headings, bulleted lists, charts and exhibits as appropriate to clearly communicate your message.

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_061015.doc” would identify John Smith’s written assignment #2 submitted on June (06), 10th (10) day, and year 2015 (15).

Turnitin eLearning Assignment Submission Instructions

Some assignment(s) may be submitted and examined through the integrated plagiarism detection tool called Turnitin. Please find the [Turnitin](#) 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” (or “cut and paste”), 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, PDF, and RTF.) 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 takes 24 hours. For more information and assistance on using Turnitin, please go to: http://www.turnitin.com/en_us/support/help-center.

Participation/Discussions

See Weekly Class discussion notes above.

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Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
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Unit 1 May 23 – May 29	Course Access and Self-orientation INTRODUCTION – IMPORTANCE OF TECHNOLOGICAL INNOVATION	<ul style="list-style-type: none"> Textbook, Ch. 1 	Complete Self Introduction on eLearning Form or join a group (individuals) Course Unit Discussion Topic Participation (individual)	29 May
Unit 2 May 30 - June 5	SOURCES OF INNOVATION	<ul style="list-style-type: none"> Textbook, Ch. 2 	Course Unit Discussion Topic Participation (individual)	5 June
Unit 3 June 6 – 12	TYPES AND PATTERNS OF INNOVATION	<ul style="list-style-type: none"> Textbook, Ch. 3 Case, Kodak and the Digital Revolution 	Course Unit Discussion Topic Participation (individual)	12 June
Unit 4 June 13 – 19	STANDARDS BATTLES AND DESIGN DOMINANCE TIMING OF ENTRY	<ul style="list-style-type: none"> Textbook, Ch. 4 Case, Adobe Systems Textbook, Ch. 5 	Assignment WA#1, Paper - outline form, 4-6 pages (each group) Class Unit Discussion Topic Participation (individual)	19 June
Unit 5 June 20 – 26	DEFINING THE ORGANIZATION’S STRATEGIC DIRECTION	<ul style="list-style-type: none"> Textbook, Ch. 6 	Class Unit Discussion Topic Participation (individual)	26 June
Unit 6 June 27 – July 3	CHOOSING INNOVATION PROJECTS	<ul style="list-style-type: none"> Textbook, Ch. 7 eJournal (see Library website) “Six Rules for Effective Forecasting”, HBR Jul-Aug, 2007 Case, Emerging Business at IBM (A) 	Class Unit Discussion Topic Participation (individual) Assignment WA #2, Paper - outline form, 4-6 pages, (individual)	3 July
Unit 7 July 4 – 10	COLLABORATION STRATEGIES	<ul style="list-style-type: none"> Textbook, Ch. 8 Case, Millennium Pharmaceuticals 	Class Unit Discussion Topic Participation (individual)	10 July
Unit 8 July 11 – 17	PROTECTING INNOVATION ORGANIZING FOR INNOVATION	<ul style="list-style-type: none"> Textbook, Ch. 9 Textbook, Ch. 10 	Assignment WA #3, Bibliography (individual) Class Unit Discussion Topic Participation (individual)	17 July
Unit 9 July 18 – 24	MANAGING THE NEW PRODUCT DEVELOPMENT PROCESS	<ul style="list-style-type: none"> Textbook, Ch. 11 Case, Pearson and Agile development 	Assignment WA#4, Paper – outline form, 4-6 pages (Individual) Class Unit Discussion Topic	24 July

			Participation (individual)	
Unit 10 July 25 – 31	MANAGING NEW PRODUCT DEVELOPMENT TEAMS CRAFTING A DEPLOYMENT STRATEGY	<ul style="list-style-type: none"> • Textbook, Ch. 12 • Case, Teradyne Corporation: The Jaguar Project • Textbook, Ch. 13 	Assignment WA#5, Paper - outline form, 4-6 pages, (each group) Class Unit Discussion Topic Participation (individual)	31 July
Unit 11 Aug 1 – 7	SIMULATION report and documents preparation	<ul style="list-style-type: none"> • none 	Assignment WA#6, Simulation report and pres (individual) Peer evaluation submission due.	7 Aug

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Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

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University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

These descriptions and timelines are subject to change at the discretion of the professor.

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