MGMT 5800

TECHNOLOGY, MANAGEMENT AND INNOVATION

Course Outline
Semester 2, 2015
# TABLE OF CONTENTS

TABLE OF CONTENTS ................................................................................................................. 2

## PART A: COURSE-SPECIFIC INFORMATION ........................................................................ 4

1. STAFF CONTACT DETAILS .................................................................................................. 4

2. COURSE DETAILS ............................................................................................................... 4

   2.1. Teaching Times and Locations ....................................................................................... 4

   2.2. Units of Credit ............................................................................................................... 4

   2.3. Summary of Course ....................................................................................................... 4

   2.4. Student Learning Outcomes ......................................................................................... 5

3. LEARNING AND TEACHING ACTIVITIES ......................................................................... 7

   3.1. Approach to Learning and Teaching in the Course ......................................................... 7

   3.2. Learning Activities and Teaching Strategies .................................................................... 8

4. ASSESSMENT ...................................................................................................................... 8

   4.1. Formal Requirements ................................................................................................... 8

   4.2. Assessment Details ....................................................................................................... 9

   4.3. Assignment Submission Procedure .............................................................................. 13

   4.4. Late Submission ........................................................................................................... 13

5. COURSE RESOURCES ......................................................................................................... 13

6. COURSE EVALUATION AND DEVELOPMENT ............................................................. 14

7. COURSE SCHEDULE ......................................................................................................... 15

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT .................. 16

8. PROGRAM LEARNING GOALS AND OUTCOMES ......................................................... 16

9. ACADEMIC HONESTY AND PLAGIARISM .................................................................... 17

10. STUDENT RESPONSIBILITIES AND CONDUCT .......................................................... 18
10.1. Workload .................................................................................................................. 18
10.2. Attendance ................................................................................................................ 18
10.3. General Conduct and Behaviour .............................................................................. 18
10.4. Occupational Health and Safety ............................................................................ 19
10.5. Keeping Informed .................................................................................................... 19
11. SPECIAL CONSIDERATION ......................................................................................... 19
12. STUDENT RESOURCES AND SUPPORT ................................................................. 19
13. APPENDIX: GUIDELINES FOR CASE ANALYSIS SEMINAR PRESENTATIONS ........... 21
PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Lecturer In Charge</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Peter Donnan</td>
</tr>
</tbody>
</table>
| **Office:**        | School of Management  
                   | UNSW Business School  
                   | Level 5 Business School Building |
| **Telephone:**     | School: (02) 9385 7175 |
| **E-mail:**        | peter.donnan@unsw.edu.au |
| **Office Consultation** | Monday 3.00 – 4.00pm OR By appointment |

2. COURSE DETAILS

2.1. Teaching Times and Locations

Lectures start in Week 1 (to Week 12): The Time and Location are:

**Monday 1800-1930 – TETB LG03**

Seminars start in Week 2 (to Week 13). The Groups and Times are:

**Monday 1630-1800 – Webster 251**  
**Monday 1930-2100 – Business School Building 207**

2.2. Units of Credit

The course is worth 6 units of credit.

It is expected that you will spend at least **8 - 12 hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

2.3. Summary of Course

Business organizations today face unprecedented challenges. Across virtually every industry, managers are confronted with new conditions of rapid technological change, intense global competition, and growing demands for social responsibility. As traditional sources of competitive advantage are being eroded, managing change is becoming a crucial factor in the survival and performance of organizations. Organization design refers to the arrangement of the organizations formal and informal structure as well as its processes, staffing, rewards
and culture. With a particular focus on technology and innovation, this course aims to help prepare students to help manage the design of high-performance organizations for change.

The specific goal of this course is to teach you about the management of technology and innovation and change from a general manager’s perspective. It views technology, broadly defined, as the process by which an organisation transforms all of its organisational inputs (i.e. labour, capital, materials, and information) into products and/or services. Innovation is defined as a significant change in an organisation’s underlying technology. Organizational change deals with the process of initiating, creating, and confronting such challenges so as to make it possible for organizations to become or remain viable, to adapt to new conditions, to solve problems, to learn from experiences, and to move toward greater maturity. Because technology is a critical resource for each organisation, it must be managed by the general manager for comparative advantage. To do so necessitates aligning the technology strategy with the organisational strategy.

The course is organised around five (5) major themes: 1) integrating technology and strategy; 2) design and evolution of technology strategy; 3) enactment of technology strategy: developing the firm’s innovative capacities; 4) enactment of technology strategy: creating and implementing a development strategy; and 5) innovation challenges in established firms.

Attention will be focused upon the major theoretical and empirical contributions to the field and their implications for practitioners. Experiential work and case studies will be used to assist you in relating the content material to your own experience and practice.

When you have completed this subject, you will be expected to have developed:
1) a working understanding of the prominent theories, models, and empirical research related to the strategic management of technology and innovation change;
2) a broad understanding of the significant issues in technology strategy and a healthy scepticism toward fads in the area; and
3) an ability to critically examine the behaviour of organizations in developing, implementing, and managing change, from a strategic perspective.

2.4. Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.
**Business Postgraduate Coursework Program Learning Goals and Outcomes**

1. **Knowledge:** Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving:** Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication:** Our graduates will be effective communicators in professional contexts.
   
   You should be able to:
   
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:** Our graduates will be effective team participants.
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
   
   You should be able to:
   
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all postgraduate coursework students.</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Explain a range of key business strategy and innovation theories and models, including being able to determine which model/theory applies to specific types of companies, economies and industries.</td>
<td>Seminar Case Studies</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Use the presented theories and models to interpret, analyse and make recommendations on practical business strategy problems, presented in the assigned Case Studies.</td>
<td>Seminar Case Studies</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>Final Examination</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>Seminar participation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>Seminar participation</td>
</tr>
<tr>
<td>5a Ethical, environmental and sustainability responsibility</td>
<td>Identify and assess environmental and sustainability considerations in problems in international macroeconomics.</td>
<td>Part of Seminar participation mark</td>
</tr>
<tr>
<td>5b Social and cultural awareness</td>
<td>Identify and assess these factors and include in solutions developed.</td>
<td>Verbal and written reports in Seminars and major CSA Reports</td>
</tr>
</tbody>
</table>

3. LEARNING AND TEACHING ACTIVITIES

3.1. Approach to Learning and Teaching in the Course

This course is taught as an applied, graduate level strategy activity. The academic team teach it as a means for you to develop on embedded or already embedded critical thinking and application skills that your degree has already imbued you with. Consequently, the primary approach to teaching is one of independent learning alongside academic rigor and application. Its separate teaching parts (lecture and seminar) along with its assessment tasks specifically orient you to draw on your personal or work experiences and to then align these with the lessons learned. For instance, rather than simply encourage you to read articles or case studies and then to discuss these broadly, you will need to leverage the CASE
application that you are learning in this subject and develop your application and thinking. We do this by developing your critical insights so that you can problem solve, argue solutions, and convince colleagues or combatants. In this regard, the separate parts of the course are meant to give you solid, transportable analytical skills that will stay with you for the duration of your career.

The course is therefore taught (1) with an expectation that you are open to learning, (2) that you are willing to be challenged, and (3) that you are enthusiastic about participating. In order for you to benefit from the course as fully as possible, you will need to embrace an understanding of these three items. The best way to prepare for this approach is to:

- Come to both lectures and seminars prepared to participate
- Be involved – challenge, argue, agree, and discuss
- Read and think about items outside of core class materials
- Be willing to challenge your preconceived beliefs
- Consider the course in the broader scheme of your career

This approach will enable you to benefit from the academic teaching team’s experience and approach, as well as facilitating your analytical and applied development.

3.2. Learning Activities and Teaching Strategies

As indicated above (3.1), learning in the course occurs across two platforms – a lecture and a seminar. The two are integrated and so you need to attend both in order to benefit from the planned learning outcomes (apart from each connected to your assessment). Each is related insofar as the lecture provides an intellectual and academic foundation, while the seminar is the place for application and applied, critical thinking, as you integrated lecture content. At times you may wonder what the overlap is, yet the connection is embedded rather than explicit. On a week to week basis, each learning activity will direct you in this regard (e.g., lecture content in weeks 2, 3, and 4 play a central role in your ability to provide depth to the way you construct a developed case application in week 5 and 6). With a focus on your career and the requisite skills for your career, you will need to work in teams for your case analysis and for at least one assignment. Outside of class time, however, and in order to facilitate your learning (and its retention), it is expected that you work independently on tasks such as reading or initial problem solving for cases or applications. It is anticipated that after your independent work, you will come together as a team to work on your CASE or on the exercise for your seminar. Either way, allocating time to think and to prepare for lectures, debates, and seminars is essential.

4. ASSESSMENT

4.1. Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
4.2. Assessment Details

For a pass or better in this subject you are required to complete four types of assessment. Please note that completion of all four types of assessment is essential to pass the subject regardless of your performance in individual components.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination - Multiple choice &amp; short answers</td>
<td>13.5%</td>
<td>1.5 hours</td>
<td>As scheduled during your lecture in <strong>Week 13</strong>.</td>
</tr>
<tr>
<td>(Individual Assessment)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study Analysis I (CSAI) (Group Project)</td>
<td>30%</td>
<td>4 double-spaced pages</td>
<td>In your nominated seminar in <strong>Week 6</strong>. Case study analyses will be collected at the beginning of the seminar.</td>
</tr>
<tr>
<td></td>
<td>(Written Report 22% + Oral Presentation 5% + Peer Evaluation 3%)</td>
<td>maximum</td>
<td></td>
</tr>
<tr>
<td>Case Study Analysis II (CSAII) (Group Project)</td>
<td>33%</td>
<td>4 double-spaced pages</td>
<td>In your nominated seminar in <strong>Week 11</strong>. Case study analyses will be collected in the seminar.</td>
</tr>
<tr>
<td></td>
<td>(Written Report 25% + Oral Presentation 5% + Peer Evaluation 3%)</td>
<td>maximum</td>
<td></td>
</tr>
<tr>
<td>CSAII Review (Individual Assessment)</td>
<td>12%</td>
<td>1 double-spaced page</td>
<td>To be completed immediately <strong>AFTER</strong> the CSAII Presentation. In your nominated seminar in <strong>Week 12</strong>.</td>
</tr>
<tr>
<td></td>
<td>maximum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar Preparation and Participation</td>
<td>11.5%</td>
<td>N/A</td>
<td>Seminar Leader reviews assessing your participation in seminar case study analysis.</td>
</tr>
</tbody>
</table>

You have two cases to complete for assessment purposes. In each case, the basic questions are essentially the same:

1. What are the real issues the organization needs to address?
2. What alternatives does the organization have in tackling these issues, and which alternative makes most sense?
3. What specific action plan would you recommend?

It is for you to identify the specific issues posed by the case and to decide how they can best be addressed.

**Final Examination - In Class: Week 13 - 13.5% of your Total Mark**

The Final Examination will consist of multiple choice questions as well as short-answer questions drawn from your assigned readings, case studies, lectures, and seminars. The exam is designed to test your understanding of the theory and empirical research relevant to the strategic management process. The Examination will take place during your lecture timeslot in **week 13**. The duration of The Exam will be 90 minutes.

Details of the possible examination topics will be discussed in lectures. You are allowed to bring one (1) A4 - sized piece of paper with study notes on it (double-sided, typed using any
size font or hand-written) into the Examination. It is suggested that students make summary notes of each reading to aid in the development of this sheet.

**Assignment 1 (Group): Case Study Analysis I (CSAI) – 30% of your Total Mark**

**Due Week 6 in your Seminar**

The assigned Case Study to be analysed is **Case II-10 Intel Corporation: The DRAM Decision** from the Burgelman et al. (2009) text, (p251). The Case Study Analysis is designed to enable you to apply the theory and empirical research discussed in the subject to real-world situations. Related goals include the development of skills in teamwork, intra-group dynamics, organisational analysis, project management, and professional report writing (i.e., proper layout, grammar, spelling, etc.). In order to assist you in developing the practical skills needed for successful completion of this assignment, a portion of seminar time will be devoted to relevant learning and training.

Specifically, you are required to:

a. Organise yourselves into teams of 4 people (exceptions to this guideline can only be made by the express permission of the seminar leader in your nominated seminar). In order to facilitate effective group development, group members must be from the same nominated seminar.

b. Analyse the Case Study utilising the C.A.S.E. method (C is for Challenge, A is for Analysis, S is for Solution, and E is for Execution). This case analysis technique will be introduced to you in your seminar in Week 2.

c. Submit your Case Study Analysis to your seminar leader at the designated time (late case study analyses will have their marks reduced per the university guidelines) and place (see Assessment Summary in this document). The Case Study Analysis is to be a maximum of **4 (four) double-spaced pages** including any references and appendix (but not including the cover page). The cover page must be the **official School of O&M "Essay/Assignment Cover Sheet."** The cover page must be stapled to the Case Study Analysis and must contain the following information: a) the complete names of the students who prepared the analysis, b) their respective student identification numbers, c) the subject name, d) the name of your Lecturer, e) the name of your Seminar leader, f) the day, time, and classroom of your seminar, and g) the date submitted. **All team members must sign the cover sheet acknowledging that the case analysis has not been submitted in any other subject. The Case Study Analysis must be typewritten in a **12 point font, be double-spaced only**, and have 3 cm margins on the left and right. The Case Study is meant to be self-contained so do not use any information about the organisation or the competitive environment that is found outside the case (i.e., websites, company brochures, newspaper or magazine articles, etc.). Each section of the Case Study Analysis (i.e., Challenge, Analysis, Solution, Execution) is worth 20% each. The final 20% of the Case Study Analysis is for **Style** (i.e., spelling, grammar, sentence construction, format, etc. of the written Case Study Analysis). **This task is worth 22% of your total mark.**

d. **Peer Evaluation:** All group members must also complete (and submit with the Case Study Analysis) a confidential "**peer evaluation**" that measures the performance of each group member (incomplete peer evaluations will result in the assignment being marked as late). For this evaluation you will be required to assess the involvement and participation of your team members in all aspects of the assignment. Peer evaluation forms will be available in Moodle prior to the assignment’s due date. The
The purpose of the peer evaluation is to mitigate against "freeloading" or "social loafing". Students found to have significantly lower evaluations from their peers may have their Case Study Analysis marks downgraded proportionately. **This task is worth 3% of your total mark.**

e. Oral Presentation: In addition, you will need to prepare an *Executive Summary Presentation* of your key findings for CSA I and deliver it in your seminar. This is a concise summary of your findings. It is an audio (i.e., verbal) and visual (i.e., use of a combination of PowerPoint and/or handouts) presentation made to the Seminar by the entire team. This presentation must be made in **12 minutes or less.** All members of the group must verbally participate in the presentation. This task is worth 5% of your total mark.

**Assignment 2 (Group): Case Study Analysis II (CSAII) – 33% of your Total Mark**

**Group Report and Presentation Due Week 11 in your Seminar**

The assigned Case Study to be analysed will be either a Harvard Business School case or one selected from your text, it will be announced in class in Week 8. The requirements for this case study analysis are the same as those for Case Study Analysis I. Case Study Analysis II is due in your nominated seminar in Week 11.

Case Study Analysis written report – **this task is worth 25% of your final mark.**

**Oral Presentation:** An *Executive Summary Presentation* of your key findings for CSA I and deliver it in your seminar. It is an audio (i.e., verbal) and visual (i.e., use of a combination of PowerPoint and/or handouts) presentation made to the Seminar by the entire team. You will need to present a concise summary of your solution and execution in particular and prepare for a workshop style session. This presentation must be made in **10 minutes or less, and all members of the group must verbally participate in the presentation. This task is worth 5% of your total mark.**

Peer Evaluation: All group members must also complete (and submit with the Case Study Analysis) a confidential I "peer evaluation" that measures the performance of each group member. Peer evaluation forms will be available on Moodle. **This task is worth 3% of your total mark.**

**Assignment 3 (Individual): Case Study Analysis II Assessment – 12% of your Total Mark**

**Due Week 12 in Your Seminar**

As an Individual Assessment Exercise, you will need to prepare and submit a short **CSAII Review** assessment or observation paper. This assignment will be an individual report where you consider or analyse the impact of the presentation made by your group in the seminar and the questions asked by other groups.

For the review, considering the presentations that other teams made in your seminar, you need to

- Assess whether the *solution* your team presented is still the best solution in your view, and justify why you believe so, OR
- Modify (or adjust) the solution your team presented and state why you have made this change

Please do not simply reproduce parts of the CSAII Group Report. This individual assessment review must reflect your own opinion. Given its content, it must be done **AFTER the CSAII seminar presentation and discussion, and is due in your Seminar in Week 12.**
This assessment must be a **one A4 page** review (maximum, no exceptions), and as with your CSA, typewritten in a **12 point font, double-spaced**, with 3 cm margins. **This task is worth 12% of your total grade.**

**Assessment: Seminar Preparation and Participation – 11.5% of your total mark**

Preparation for, and active participation in, your seminars is a key component of the learning of this subject. The seminars will primarily focus on experiential learning via the case study method. To that end, you will be introduced to a number of topics that will facilitate the earning of your Case Study Analyses marks. These topics will include: the C.A.S.E. method (which is an acronym for Challenge, Alternatives, Solution, and Execution), peer evaluation, intra-group dynamics, report writing, and report presentation.

To help extrinsically motivate you to prepare and actively participate in seminars, peer evaluations will be utilised in the CSAs. The use of peer evaluations will serve as a diagnostic tool for the analysis of intra-group dynamics.

**In Class Evaluation:** Class sessions will usually begin with a short oral presentation by one or two student teams – “consulting teams” – presenting to the class as if we were the client in the case. Your career success depends critically on your skill in articulating and defending your ideas and engaging a productive dialogue with your colleagues. You should consider our classroom as a laboratory in which you can test and improve these skills. Class participation grades will be determined based on your contribution to class discussion of case studies. Attendance is a necessary but not sufficient condition for a good participation grade. You are expected to be an active participant. Just like in a real work setting, your contributions in discussions are a key part of your performance. At the end of each case discussion session, scores will be assigned to each student on the following scale:

1. **Excellent Participation:** comments that challenge constructively the direction of the discussion and reorient it in a productive way.
2. **Good Participation:** comments that clarify complex issues, synthesize material, and move the discussion forward noticeably
3. **Modest Participation:** comments that are marginal but help flesh out a given part of the discussion or analysis
4. **Poor Participation:** few comments or interactions and little contribution made to discussion or analysis

Some of the criteria that make for effective class participation include:

- **Involvement:**
  - Are you following the discussion attentively?
  - Are you actively contributing ideas?
  - Are you respectful of others in how you formulate your contributions?

- **Listening:**
  - Are you a good listener? Are your points relevant to the flow of the discussion?
  - Do you link them to the comments made by others?

- **Adding value:**
  - Do your comments show evidence of insightful analysis of the case data?
  - Do they make use of relevant practical experience?
  - Are they formulated in a succinct, effective manner?
  - Do your comments clarify and highlight the important aspects of earlier ideas and lead to a clearer statement of the relevant concepts and issues?

- **Risk-taking:**
  - Are you willing to test new ideas, or are all your comments “safe”? (For example, repeating case facts without analyses and conclusions, or simply
generic statements that would be true in almost any setting would be considered “safe” and not very useful.}

4.3. Assignment Submission Procedure
Both CSAs need to be submitted directly to the Facilitator – in electronic copy and hard copy, as well as via Turnitin. Only one team member needs to tender the Group assignments, with an electronic cover page attached (you need to download this from Moodle). Assignments will need to be submitted through Turnitin via Moodle. The CSAII Review also needs to be submitted directly to the Facilitator – in electronic copy and hard copy, as well as via Turnitin. These are submitted by each individual and must include your name and student ID.

4.4. Late Submission
Late submission of assignments must be preceded by a written application for an extension based on medical reasons or similar, submitted before the due date of the relevant item. Penalties for late submission apply. To avoid late penalties, note the dates of due work in your diary, start thinking about CSAI and II early, and plan your work for the session. If you are having difficulties meeting the requirements of the subject, please contact the lecturer-in-charge as soon as possible.

The penalty for unauthorised late submission shall be:

a) Five (5) percent per working day of the gross mark
b) No paper will be accepted after the elapse of ten (10) working days from the due date for the relevant assignment.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5. COURSE RESOURCES

Textbook:

Additional weekly readings will be provided in Moodle.

Note on Additional Readings and Lecture Material:
From week to week there will be additional readings handed out in lectures. Often these additional readings are ‘of interest’ and while they are not compulsory to read you would benefit from doing so. In other weeks, you will be required to read additional material handed out in class. You will be informed when this is the case.

Additional Reference Material
No text and/or group of selected readings could encompass all of the relevant theory and research surrounding technology and innovation. Students are encouraged to investigate
additional books and periodicals (both practitioner as well as academic journals) in their exploration of this subject. It is therefore important to read, to think and to explore around the prescribed text/readings and to monitor relevant periodicals, especially if you intend to develop a specialisation in this area. The following list contains a number of relevant journals:

* Academy of Management Executive
* Technological Forecasting and Social Change
* Academy of Management Journal
* Technology and Learning
* Academy of Management Review
* Technology Analysis and Strategic Management
* Administrative Science Quarterly
* Technology and Culture
* Technology in Society
* California Management Review
* Technology Review: MIT’s Magazine of Innovation
* Harvard Business Review
* Innovation Research on Technological Innovation, Management
* Journal of Management
* Journal of Management Studies
* Strategic Management Journal
* Journal of Occupational and Organizational Psychology
* Strategy and Leadership
* Journal of Organizational Behavior
* Sloan Management Review
* Management Science
* Leadership Quarterly
* Organisational Dynamics
* Organization Science
* Organization Studies
* Research in Organizational Behavior

### 6. COURSE EVALUATION AND DEVELOPMENT

Each year, we seek feedback from students and other stakeholders about the courses we offer. In MGMT5801 evaluate and use your course-level feedback, both quantitative and qualitative, to guide our continuing monitoring and redesigning of the course.

Change is not automatically linked to any one piece of feedback as our teaching team reflects on a range of feedback sources over time, including our evaluations of assessment performance. This continual improvement process can affect one or more particular areas of the course, whether this has to do with structure, content, resources, delivery or assessment. Thus, the MGMT5801 course you are doing this session reflects changes we have made in responses to feedback from previous student cohorts and our constant monitoring of the performance of students in negotiation simulations and assessment items.

The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which we gather student evaluative feedback. As in this case, we communicate significant changes within the course to subsequent cohorts of students.
Feedback from previous students indicated that the course should be practical and hands on, and that it should have more individual-based assessment. As a result of this feedback, the structure of the course was changed in 2015 to reflect these suggestions.

### 7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings for Lecture</th>
<th>Readings for Seminar</th>
</tr>
</thead>
</table>
| Week 1| 27 July| Overview /Introduction What is organizational change? What is technological strategy? | • Textbook, pp.1-12.  
  • Reading Pack - On Moodle: Baldwin, Bommer & Rubin, 2008, Ch 10, Making Change  
  • Handout: Ahmed & Shepherd, Ch 1, Innovation in context (also On Moodle) | No Seminar but read  
Handout: A guide to Case Analysis (on Moodle) |
| Week 2| 3 August| Technology and Strategy: A General Management Perspective           | • Textbook, Reading I-7: The Art of High-Technology Management  
  • Textbook, Reading I-2: How to Put Technology into Corporate Planning  
  • Reading Pack - On Moodle: Palmer, Dunford & Akin, Ch 3, Why organizations change | Forming Teams this Week  
Re-read the article On Moodle: A Guide to Case Analysis  
Textbook, Case I-8: Electronic Arts in 2005 |
| Week 3| 10 August| Technological Evolution: Patterning                                 | • Reading I-1: Profiting from Technological Innovation: Implications for Integration, Collaboration, Licensing, and Public Policy  
  • Textbook, Reading II-1: Patterns of Industrial Innovation  
  • Reading Pack - On Moodle: Schilling, Ch 10, Organizing for innovation | Textbook, Case I-8: Electronic Arts in 2005 |
| Week 4| 17 August| Innovation and Strategy                                            | Reading Pack - On Moodle: Thompson & Strickland, Strategic Management: Concepts and Cases, Ch 3  
Optional: Reading Pack - On Moodle: Thompson & Strickland, Ch 5 | Textbook, Case II-3: Making SMaL Big; SMaL Camera Technologies |
| Week 5| 24 August| Technological Evolution: S-Curve                                   | • Textbook, Reading II-2: Exploring the Limits of the Technology S-Curve, Part 1: Component Technologies  
  • Reading II-3: Exploring the Limits of the Technology S-Curve, Part 2: Architectural Technologies | Be prepared to present a type-written two-page “first draft” of your Case Study Analysis  
  Case Study Analysis I is due at the beginning of your nominated seminar, you must make an Executive Summary Presentation of your Case Study Analysis during this seminar. |
| Week 6| 31 August| The Industry Context of Innovating                                 | • Textbook, Reading II-5: Customer Power, Strategic Investment, and the Failure of Established Firms  
  • Textbook, Reading II-7: Crossing the Chasm-and Beyond  
  • Reading Pack - On Moodle: Palmer, Dunford & Akin, Ch 8, Implementing change | Textbook, Case I – 1 Elio |
<p>| Week 7|        | The Organisational                                                 | Textbook, Reading II-12: |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Case Material</th>
<th>Location</th>
</tr>
</thead>
</table>
| 7 September  | Context of Innovating                               | *Architectural Innovation: The Reconfiguration of Existing Product Technologies and the Failure of Established Firms*  
  - Textbook, Reading II-14: Strategic Dissonance                  | Engineering, Inc                   |
|              |                                                     | **Week 8**                                                                             |                                 |
| 14 September | Strategic Action                                     | - Textbook, Reading II-15: Strategic Intent  
  - Textbook, Reading III-2: Transforming Invention into Innovation: The Conceptual Stage | Textbook, Case I – 1 Elio Engineering, Inc |
|              |                                                     | **Week 9**                                                                             |                                 |
| 21 September | Technology Sourcing                                 | - Textbook, Reading III-5: The Transfer of Technology from Research to Development  
  - Reading Pack - On Moodle: Schilling, Ch 11, Managing the new product development process | Textbook, Case III-3 What's the BIG Idea? |
|              |                                                     | **Mid Semester Break: 1 October**                                                      |                                 |
|              | Mid Semester Break                                  | No Lecture                                                                            | No Seminar                       |
|              |                                                     | **Week 10**                                                                            |                                 |
| 5 October    | New Technology and New Ventures                     | - Textbook, Reading III-8: Note on Lead User Research  
  - Textbook, Reading III-13: Managing the Internal Corporate Venturing Process: Some Recommendations for Practice | Textbook, Case III-3 What's the BIG Idea? |
|              |                                                     | **Week 11**                                                                            |                                 |
| 12 October   | High Performance Organisations                      | - Textbook, Reading III-15: Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change | Case Study Analysis II is due at the beginning of your nominated seminar, you must make an Executive Summary Presentation of your Case Study Analysis during this seminar. |
|              |                                                     | **Week 12**                                                                            |                                 |
| 19 October   | Building High Performance Organisations             | Reading Pack - On Moodle: Baldwin, Bommer & Rubin, 2008, Conclusion, Building high performance organizations and great places to work  
  - Final Exam Review                                              | CSAII Review Due – to be handed in during Seminar Case Study Reviews – Final Exam Preparation |
|              |                                                     | **Week 13**                                                                            |                                 |
| 26 October   | Exam in Lecture                                     | Final Exam During Lecture Timeslot                                                     | No Seminar - Final Exam During Lecture Timeslot |

**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

**8. PROGRAM LEARNING GOALS AND OUTCOMES**

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers,
communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</td>
</tr>
<tr>
<td>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
</tr>
</tbody>
</table>

9. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz
For information on how to acknowledge your sources and reference correctly, see: 
https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: 

10. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1. Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2. Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3. General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct
10.4. Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.5. Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11. SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

12. STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

- Business School Education Development Unit (EDU)
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual
consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au
13. APPENDIX: GUIDELINES FOR CASE ANALYSIS SEMINAR PRESENTATIONS

Context: Think of your seminar presentations as consultant reports. Imagine that you have been given a chance to study the focal organization and to come up with a diagnosis and a set of recommendations.

- Make sure you explicitly identify a specific client, since your action recommendations will need to be ones that this client can implement.
- In this course, you have some latitude in choosing your client: even if the case is written from the point of view of a given firm, you might choose to take as your client one of its stakeholders. However, in choosing your client, make sure the case and associated readings provide you with enough material.
- The issues to be resolved may not be obvious; but this is also true of many real-world situations. The case questions posed by your Lecturer/Seminar Leader are offered only to get your thinking going - they are not an agenda for your analysis.

Presentation: You will make this presentation to the class, but you should think of the class as if we were the client and his/her leadership team. Keep in mind, however, that representatives of other stakeholder groups may attend! Therefore, in making this presentation, you should not waste time repeating the case facts that would be known to this audience.

In real engagements, you might review these case facts to establish common ground and to buttress your credibility; but in class, that won’t be necessary.

Your presentations should include the following elements:

1. **First**, one of the most challenging parts of familiarizing yourself with CASE is succinctly summarizing (a) the challenge facing the client organization, (b) the root issue that makes it difficult to meet this challenge successfully, and (c) your key recommendation for resolving this root issue.
   Imagine that your client has to cut short the meeting due to an emergency: you will want one slide or synopsis on which to summarize your “take away” message - this is it. Such a summary is very hard to do; but it will force you to distil your analysis, and that will help you prioritize and shape the rest of the presentation.

2. **Second**, you should lay out an overview of your presentation - the **agenda**. This slide should tell us what areas you will address in what order. It will be much more impactful if simultaneously you can summarize in a short phrase the key lesson of each of these parts of the presentation. In this way, it can lay out in skeleton form the substantive logic of your argument.

3. **Third**, comes the body of the report. Here you should start by identifying the key **challenge** facing the client. The challenge is the problem to be revolved. It is the starting point for your analysis, so it is important that you state the challenge in a way that your client will immediately recognize as an accurate statement of the problem at hand. Your statement of the challenge creates a “shared context” with your audience.

**Process:** Having identified the challenge, your next task is to “peel the onion” to identify the root issue facing the client. The root issue is the factor that makes it
difficult for the organization to resolve its challenge successfully. Think of your task here as akin to a physician’s: the patient (client) comes in with a whole set of “presenting symptoms” i.e. challenges - it’s your job to identify the underlying disease i.e. root issue. As with a doctor, a good root issue analysis yields insight that is actionable: being actionable (implementing definable, visible and effective actions) is crucial, since the rest of your presentation is going to focus on resolving this root issue.

Note that organizations usually face multiple challenges, and for any one of these, there may be more than one root issue. But you simply don’t have time to address more than one challenge and one root issue in a short presentation. The burden is on you to add as much value as possible for client by identifying the most critical challenge and the highest leverage root issue.

Identifying a root issue is often difficult - but it is immensely valuable for your client. In real life, it’s often much more valuable to your colleagues and clients to identify the right question than to find the right answer. Your diagnosis of this root issue should be argued, not just asserted, using the relevant facts of the case and whatever analytic tools seem necessary.

Note too that sometimes the client has a strong opinion as to the nature of their real problem, and that this opinion may be reflected in the case, but you may think their analysis is not accurate. In this situation, you have to convince them that the real problem lies elsewhere. And sometimes the case describes a situation without explicitly identifying any specific challenges at all, perhaps because the client organization is doing very well - in which case, your task will be to identify the deep source of their success and a key source of vulnerability in the future, and what they could do about that.

Finally, note that in cases such as these ones we study in this course, there are typically multiple internal and external stakeholders in your client’s decision making, and these stakeholders have different interests, rights, and concerns. Stakeholders are any groups affected by the issue. Some stakeholders may not be obvious at first sight - they may be far “downstream” or far “upstream.”

You need to ask yourself: Who are the parties affected here? What rights or interests or concerns of theirs are involved? What is the nature of the client organization’s economic and political relations to these stakeholders? Somewhere in the course of your presentation, you will need to consider these stakeholders.

You should fold that discussion into your presentation wherever it adds most value for your client: this may turn out to be in your characterization of the challenge; it may be in defending your characterization of the root issue; it may in identifying and assessing your options; or it may be in planning your implementation plan. But it should contribute something to your analysis somewhere.

After defining the Challenge and Root issue, you need next to identify the Strategic Options that can plausibly address the root issue facing the client organization and thereby help it meet its challenge. You should make a clear distinction between these
options and an implementation plan: the options specify various possible compass headings - the general directions the client might go to solve their problem - whereas the implementation plan specifies a detailed itinerary for one of these options (see below).

The analysis supporting your strategic recommendation must convince the client. The key to convincing the client is to recognize that there are lots of points of view in the client organization (and in the class) on how to solve their problem: your job is to convince us that your analysis is more plausible than the alternatives and that your recommended strategy is more likely to achieve success. The best way to do this is as follows:

- To begin, you should identify two or three fundamentally different, mutually exclusive, plausible options for tackling the client's problems. In practice, you would want to make sure that your list of alternatives includes the ones likely to be under discussion within the client organization: by explicitly addressing these options, you will be helping your client reach a reasoned consensus.
  To be clear: you are looking for mutually exclusive alternatives here, not variants of the same basic idea.

- Then you need to identify a common set of criteria against which to evaluate the options. A broad range of strategic and operational factors are potentially relevant, but it is up to you to come up with a small set of key criteria. You should justify this choice of criteria: you can often do that by referring to the priorities implied by the organization’s basic mission and business strategy. You should propose a set of weights (most and least critical) for these criteria according to their relative importance in the priorities of the organization.

You should take each criterion one at a time, and show how your options compare on that criterion. Having identified each option’s pros and cons on this criterion, you should be able to score the options relative to each other.

Having described and justified the main “compass heading" you are recommending, you can move the implementation plan.

The first step in developing and explaining your implementation plan is to identify the hurdles and risks that your strategy is likely to encounter, and then your implementation plan will be a detailed “itinerary" that will enable your client to implement your recommended strategy in the face of these hurdles and risks.

Depending on the case, you may not have enough data to develop this part of your presentation in any great detail, but the following needs to be done in this section:

- You should identify the likely hurdles that would face your client in pursuing your proposed strategy, and suggest some counter-measures your client could use overcome these hurdles.
- You should also identify the risks confronting your strategy - then show the counter-measures that could mitigate these risks, and if they can’t be mitigated, how the client should proceed if these risks do materialize.
- Synthesizing this analysis of hurdles and risks and their respective counter-measures, you can propose a sequenced implementation plan, answering the questions: what are the key steps to be done today, next week, next month,
next quarter, and next year - and who should be responsible for these activities. This plan will be far more useful if you support it with some reasoning (i.e. explain why you recommend this sequencing and timing rather than another).