

Instructor	<p>Ahmed Doha Room 909, Dunton Tower (613) 520-2600 ext. 1909 ahmed.doha@carleton.ca (only means of online communication. Don't email to cuLearn)</p>
Class Times	<p>Fridays 2:35 pm - 05:25 pm Room: Canal Building 2104</p>
Office Hours	<p>By appointment only on Fridays between 5:30-6:30pm. Email for appointment.</p>
Calendar Description:	<p>Integration of technology and strategy; design of technology strategy; development of new business around new technology; and management of corporate research and development, including pre-competitive consortia.</p>
Course Objectives:	<p>Innovation is the spark that ignites the development of new products, processes, and services, which directly contribute to efficient operation, prosperity, economic growth, and job creation. Innovation is a process and this course aims at understanding the process and best practices of technology and innovation management at the firm level. This course is delivered in three modules to achieve this goal</p> <ol style="list-style-type: none"> 1. Dynamics of Technological Innovation, which covers the foundations of technological innovation, gaining an in-depth understanding of how and why innovation occurs in an industry, and why some innovations rise to dominate others. 2. Strategic Management of Innovation, which discusses the formulation of firms' technological innovation strategy. This includes strategic analysis of current position and future direction, competitive vs. collaborative strategies for innovation, and mechanisms for profiting from innovation. 3. Special Topics in Management of Technological Innovation, which examines two important domains of innovation that complement technological innovation. Those are service innovation and business model innovation.
Prerequisites	<p>Third-year standing, and BUSI 2204 or BUSI 2208, and BUSI 3103 (with a grade of C- or higher in each).</p> <p>The School of Business enforces all prerequisites.</p>
Course Material	<p><u>Textbook:</u></p> <p>Mandatory: Melissa Schilling, Strategic Management of Technological Innovation, 3rd edition, McGraw-Hill, New York, NY. ISBN: 978-0-07-338156-5.</p> <p>Optional: Learning with Cases, 2005, 3rd edition. Louise A Mauffette-Leenders, James A Erskine, and Michiel R Leenders. Published by the Richard Ivey School of Business, University of Western Ontario. (Available at the library. HF1111 .M38 2005, Floor 4 Books)</p> <p><u>Cases:</u> all cases are available in the course pack.</p> <p>The Case Analysis Coach, included in course pack, is a mandatory course material to be self-studied before preparing for class. It presents a comprehensive and concise framework for</p>

	<p>analyzing, discussing, and writing about cases. Delivered entirely online, it shows students how to establish a knowledge base about a case.</p> <ul style="list-style-type: none"> ▪ Alibaba.com ▪ Kodak and the Digital Revolution (A) ▪ Adobe Systems, Inc. ▪ Netflix ▪ Google Inc. ▪ Matching Dell ▪ Innovation at Progressive (A): Pay-As-You-Go Insurance ▪ TopCoder (A): Developing Software through Crowdsourcing <p>Articles: with exception of first article, all articles available in course pack from library.</p> <ul style="list-style-type: none"> ▪ The Future of e-Commerce (URL hyperlinked). Deloitte. Available online ▪ Measuring firms’ imitation activity. Available in the course pack. ▪ Creating New Markets Through Service Innovation. MIT Sloan Review. Available in the course pack. ▪ Creating Value through Business Model Innovation. MIT Sloan Review. Available in the course pack. <p>Class presentation slides: Slides will be minimally used in this course, and where used I will share them via cuLearn.</p>										
Industry Context	<p>The course focuses on a specific industry context, which is the eCommerce and eSupplyChain Technologies. This industry provides a number of eCommerce/ eSupplyChain platforms (identified by instructor) which will be subject of study and analysis by student teams (for term paper) using the theoretical and analytical frameworks in this course. Each student team is expected to be the “in-house experts” in one eCommerce platform. This expertise is expected to be accumulated through the first five weeks. By the sixth week, each student team is expected to have crafted a tutorial (using an appropriate software tutorial maker) on its assigned eCommerce/eSupplyChain platform and to make an in-class live presentation of the tutorial to showcase their expertise (Tutorial and presentation weigh 5% of overall grade). Thereafter, the students will combine their hands-on expertise on the eCommerce platforms and the readings in working on the term paper. A student team will be assigned one of the following e-Commerce platforms: Alibaba, Amazon, Groupon, Uber, Airbnb, Shopify, Hotwire, eBay</p>										
Course Evaluation	<p><u>Grade Distribution</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Class Participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Two In-Class Presentations</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Case Presentation</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Case Report</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Term Paper</td> <td style="text-align: right;">40%</td> </tr> </table> <p><u>Class Participation (10%)</u></p> <p>Case-based teaching requires intensive class participation, which is essential for the individual’s and collective learning experience. This explains the relatively high weight of this activity in the grade distribution (20% of overall grade). You are expected to read the material before class and come prepared for engaged, informed, and well-reasoned discussions. Both the quantity and quality of your contributions will determine your class participation grade. Quality contributions go beyond merely stating the facts and repeating information from the readings to generating intellectually stimulating remarks and questions that help the classroom engage more with the course material. Uninformed contributions that indicate unpreparedness can harm</p>	Class Participation	10%	Two In-Class Presentations	10%	Case Presentation	20%	Case Report	20%	Term Paper	40%
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rather than help one's grade. The instructor's role in the classroom is generally to facilitate class discussions and drive the concepts and ideas home.

e-Commerce Technology Platform Tutorial Presentation (5%)

A student team will develop a 20-min video tutorial on the assigned e-Commerce platform technology. The tutorial should demonstrate an in-depth knowledge and expertise on the workings of the assigned eCommerce Platform. This exercise is foundational to working on the term paper. Use one of the free screen-casting tools available online for creating video tutorials such as Jing or Camstudio. The video tutorial should address the rubrics published under the course cuLearn page.

Case Presentation (20%)

A student team will analyze the assigned case in the team package and present it in class according to the course schedule. This is a 30-min team presentation. The presentation will be followed by a 30-min Q&A discussion. Students should engage the course material other than the case and in the presentation and discussion. Marking the presentation will be based on the presentation quality in addressing the rubrics and how well the Q&A discussion period was managed by the team. Clear, well-thought, and well-articulated presentation of the case is important and will weigh in grading. PowerPoint presentations are expected and will be sent by email to the instructor before class. One case (Alibaba) will be presented and discussed in class by the instructor to demonstrate the case analysis and presentation. The case presentation should address the rubrics published under the course cuLearn page. Late case presentation submissions will not be accepted and will receive a mark of zero.

Case Report (20%)

Each student in a given team is required to submit a written case analysis report for the assigned case as shown in the team package in the following table. Each student will work independently and submit a separate and original report. The report should come in no more than 10 pages (double line spacing) inclusive, and will be sent by email to the instructor by 11:59pm on the day before class. The team responsible for the case report in a given class will be the primary discussants of the case against the case presentation team. Marking the case report will be based on the extent and quality of addressing the rubrics and also the depth and quality of the Q&A discussion with the case presentation team. The case report should address the rubrics published under the course cuLearn page. All references are to be included and properly cited. Late case report submissions will not be accepted and will receive a mark of zero.

Term Paper (40%)

In the term paper, student teams will develop a consulting piece that builds on the analysis accomplished in the two assignments. Having understood the patterns of innovation and competitive strategy of the assigned eCommerce/eSupplyChain platform in the two assignments, student teams are expected to propose a set of innovations and strategic changes that could improve the competitive position, market share, and/or profit performance of the assigned eCommerce/eSupplyChain platform. The rubrics for the term paper will be made available on cuLearn during the term and will represent the benchmark against which evaluation will take place. Student teams will make in-class presentations of their term papers in last class (weigh 5% of overall grade). The term paper should address the rubrics published under the course cuLearn page.

The composition of student teams must not change throughout the course. The deadline for submitting the term paper is Dec. 2nd. Late submission will be penalized 20% for each day of delay. The term paper must be submitted by email to ahmed.doha@carleton.ca. Students who

do not obtain at least 50% on their term work prior to writing the term paper will not be allowed to write a term paper and will thus fail the course.

In-Class Term Paper Presentation (5%)

In this 15-min presentation, a student team will present their term paper. This is followed by a 5-min Q&A period.

Team Package	Case Presentation	Case Report	Term Paper - e-Commerce Platform
1	Case: Kodak and the Digital Revolution (A)	Case: Netflix	Alibaba
2	Case: Adobe Systems, Inc.	Case: Matching Dell	Amazon
3	Case: Netflix	Case: Innovation at Progressive (A): Pay-As-You-Go Insurance	Groupon
4	Case: Google Inc	Case: TopCoder (A): Developing Software through Crowdsourcing	Uber
5	Case: Matching Dell	Case: Kodak and the Digital Revolution (A)	Airbnb
6	Case: Innovation at Progressive (A): Pay-As-You-Go Insurance	Case: Google Inc	Shopify
7	Case: TopCoder (A): Developing Software through Crowdsourcing	Case: Adobe Systems, Inc.	eBay

General Guidelines

Student Teams

- Instructor will randomly assign students to one of the seven teams and work packages during the first class.

Deadlines

- All assignments must be handed in both electronically and in print by the deadline date and time specified for each assignment as explained above. Late case report submissions will receive a mark of zero.

Attendance

- Class attendance is highly important and is part of the class participation grade.
- Missing more than two classes is highly discouraged and will result in 50% reduction in the overall class participation grade.
- Attendance sheet will be circulated during each class.

Tentative Schedule

Wk	Date	Topic	Readings	Due Dates	
1	9/9/2016	▪ Introduction	▪ Chapter 1 (textbook).		
2	16/9/2016	▪ Learning with Cases	▪ Learning with Cases, 2005, 3rd edition.		
3	23/9/2016	▪ Industry Context: eCommerce / eSupplyChain Technologies	▪ Deloitte Report: The Future of e-Commerce. ▪ Case: Alibaba.com.		
Dynamics of Technological Innovation					
4	30/9/2016	▪ Types and Patterns of Innovations	▪ Chapter 3 (textbook). ▪ Case: Kodak and the Digital Revolution (A).		
5	7/10/2016	▪ Dominant Design	▪ Chapter 4 (textbook). ▪ Case: Adobe Systems, Inc.		
6	14/10/2016	▪ Timing of Entry	▪ Chapter 5 (textbook). ▪ Case: Netflix.		
7	21/10/2016	▪ Student Presentations: eCommerce/e-Supply Chain Technology Tutorial		Tutorial Presentations	
8	28/10/2016	Fall Break: Classes Suspended			
Strategic Management of Technological Innovation					
9	4/11/2016	▪ Defining the Organization's Strategic Direction	▪ Chapter 6 (textbook) ▪ Case: Google Inc.		
10	11/11/2016	▪ Competitive Strategies	▪ R&D Management Article: Measuring firms' imitation activity. ▪ Case: Matching Dell ▪ Invited Speech: Labarge Weinstein L.L.A. (Startup Attorneys in Ottawa)		
Special Topics in Management of Innovation					
12	18/11/2016	▪ Service Innovation	▪ MIT Sloan Article: Creating New Markets Through Service Innovation. ▪ Case: Innovation at Progressive (A): Pay-As-You-Go Insurance.		
13	25/11/2016	▪ Business Model Innovation	▪ HBR Article: Creating Value through Business Model Innovation. ▪ Case: TopCoder (A): Developing Software through Crowdsourcing		
14	2/12/2016	▪ Term Paper Presentations		Term Paper	

ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are appropriate and can be made. The deadlines for contacting the Paul Menton Centre regarding accommodations for December exams is November 11, 2016.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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