

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester B in 2015 / 2016**

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**Part I Course Overview**

<b>Course Title:</b>	Managing Innovation and Technology Globally
<b>Course Code:</b>	MGT5516
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (Course Code and Title)	NIL

## Part II Course Details

### 1. Abstract

*This course aims to .....*

- Give students a full understanding of what innovation is and how it is being applied in today's complex business world.
- Introduce students to how firms can encourage and nurture a spirit of creativity and innovation and how that translates into new products, services and new technology in a global context
- Make students aware of how innovation and technology are dealt with in a multinational firm
- Enable students to recognize opportunities for innovation and to begin to think differently, both professionally and in their personal lives.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the global context of innovation today, the requirements versus the current situation		✓	✓	✓
2.	Understand the impact that globalization has on our lives. Recognize that new products and services is dependent on fulfilling consumer requirements. Understand the importance of communication in the innovation process		✓	✓	✓
3.	Synthesize the analytic approaches and management strategies for managing innovation and technology globally.		✓	✓	✓
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures, in-class discussions, case studies and readings		X						
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Lectures, in-class discussions, case studies and readings				X				

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 50% Coursework								
Class Participation	X						15%	
Class Assignments		X					15%	
Group Project			X				20%	
Final Examination	X	X	X				50%	
Examination: 50% (duration: 2-hour , if applicable)								
							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Class Participation Class Assignments Final Examination		Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
Group Project		As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts. Extensive use of innovative ideas in recommendations.	The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content and one's own creative views to practice. Solutions or innovative recommendations well justified.	The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.	Inability to address even simple issues and problems by logically applying the subject matter. Poor understanding of subject matter.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Motivation, rewards and stimulus, recognizing other perspectives, restrictive thinking, idea generation, brainstorming, challenging assumptions, problem analysis, trespassing boundaries, defence shields, change management, globalization, technology, e-business.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Schilling, Melissa, A.. Strategic Management of Technological Innovation. 4 <sup>th</sup> Edition. NY: McGraw Hill.
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##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	<b>Journals on Innovation and Technology</b> Harvard Business Review, International Journal of Technology Management, R & D Management, Research Technology Management
2.	<b>Internet resources</b> BCG Innovation Institute ( <a href="http://innovation.bcg.com/">http://innovation.bcg.com/</a> ) Business Week Online ( <a href="http://www.businessweek.com/innovate/index.html">http://www.businessweek.com/innovate/index.html</a> ) Forbes Online ( <a href="http://www.forbes.com/leadership/innovation/">http://www.forbes.com/leadership/innovation/</a> ) Innovation Zen ( <a href="http://innovationzen.com/blog/category/innovation-theory/">http://innovationzen.com/blog/category/innovation-theory/</a> )
3.	Parayil (2005). From Silicon Island to Biopolis in Asia: Innovation policy and shifting competitive strategy in Singapore. California Management Review, 47(2): 50-73.
4.	Suarez & Lanzolla (2005). The half truth of first mover advantage. Harvard Business Review, 83(4): 121-127.
5.	Prahalad & Hamel (1990). The core competence of the corporation. Harvard Business Review, 68(3), 79-91.
6.	Chesbrough & Teece (1996). When is virtual virtuous? Organizing for innovation. Harvard Business Review, 74(1): 65-73.
7.	Jassawalla & Sashittal (2002). Cultures that support product-innovation processes. Academy of Management Executive, 16(3): 42-54.
8.	Furst, Reeves, Rosen, & Blackburn (2004). Managing the life cycle of virtual teams. Academy of Management Executive, 18(2): 21-36.