



College of Business Administration Management and Marketing Department Course Syllabus

Dr. Ali Alghareeb

Course Information

Innovation Management & Strategy

Course Number: MGT 423/01A

Term: Spring 2024

Credits: 3

Course Dates: February 4, 2024 – May 13, 2024

Course Times: Sun, Tue, Thu 2:00pm-2:50pm

Course Location: BUA-S 01-C1-1015

Office Hours: Sun 12:00pm–1:00pm or by appointment

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Course Description

The focus of this course is on three main topics: (i) design thinking and innovative problem solving, (ii) managing innovation, and (iii) innovation strategies and strategic decision making in technology intensive industries. Students will take a perspective of both emerging and established firms competing through innovation. Topics covered include: innovation ecosystems, creativity, disruptive innovation, design thinking, commercializing inventions and ideas, business model innovation, the innovation S-curve, entrepreneurship in technology-based industries, organizational learning and the knowledge-based view of the firm, platforms and standards war, and industry evolution and dynamics.

This major elective course is an advanced class on entrepreneurship and innovation. It is targeted for students who are interested in starting their own business, work in a startup company, work in an investment company that invests in new ventures or interested in general about entrepreneurship and innovation.

Course Learning Outcomes (CLO):

The learning outcomes for this course, listed below, relate to the learning goals of the College of Business Administration Undergraduate Program, which can be found in the appendix at the end of this syllabus. The numbers in parenthesis indicate to which specific learning goal the outcome relates.

Upon successful completion of this course, students will be able to:

1. Identify and evaluate opportunities for value creation in platform-based ecosystems. (LG2)
2. Use design thinking and innovative problem-solving techniques to confront challenges in large and small companies. (LG5)
3. Analyze knowledge-based organizations and use organizational learning to create opportunities for innovation and entrepreneurship. (LG5)
4. Understand how start-ups can disrupt mature industries.
5. Generate new business models that firms can use to innovate and appropriate value and choose between them. (LG2)

My Expectations of You

The focus of the course will be applying concepts and ideas to real-world examples, primarily through our case discussions. I intend to keep lecturing to a bare minimum. For the class to work well, and for you to benefit from it, preparation for each class meeting is essential: All students are expected to arrive at class having read the assigned chapter and case, and prepared to offer and defend their recommendations. Since our class discussion forms the focus of the course, it is important that I get to know who you are as soon as possible. **Please display your name card and try to sit in the same seat every session.**

An important feature of MGT 423 is that it is an integrative class—I shall be expecting you to draw on the knowledge you have gained from your previous classes, and from your general knowledge of business affairs. But MGT 423 is not just about reading and analyzing, it is also about ideas. Successful entrepreneurs are innovators—they seek to identify and exploit new opportunities for profit. In making recommendations I shall be expecting you to generate novel, interesting, and commercially attractive ideas.

Required Material (Textbooks):

Strategic Management of Technological Innovation, Seventh Edition, Melissa A. Schilling, McGraw-Hill Education, 2023. ISBN: 978-1264080939

The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail, Clayton Christensen. Harvard Business Review Press, 2016. ISBN: 978-1633691780

Grading Structure:

The scores in this course will be the weighted average of the following items:

Weight	Description
10%	Class Participation (Collective learning, class discussion and class attendance) and case quizzes
25%	Exam 1
25%	Exam 2
40%	Final Exam
100%	TOTAL

Grade Distribution:

PERCENT	GRADE
95.00 – 100.00 %	A
90.00 – 94.99 %	A-
87.00 – 89.99 %	B+
83.00 – 86.99 %	B
80.00 – 82.99 %	B-
77.00 – 79.99 %	C+
73.00 – 76.99 %	C
70.00 – 72.99 %	C-
65.00 – 69.99 %	D+
60.00 – 64.99 %	D
≤ 59.99 %	F

Course Requirements and Policies:

Collective learning and class attendance will be determined based on roll calls conducted in class. In case method pedagogy, class attendance is critical to individual and collective learning. ***My expectation is that every student arrives on time and attends every class.*** Absenteeism and lateness to class count heavily against the participation grade since it adversely impacts the learning experience of the section as a whole. Anyone who cannot attend class should email me in advance if at all possible. **You are allowed ONLY ONE free absence for case discussion or guest speaker classes. If the case discussion spans two class sessions, missing both sessions counts as if you missed two case classes. If you miss more than TWO case discussion or guest speaker classes, you will receive ZERO points for participation.**

Every student in this course must abide by the Kuwait University Policy on Attendance (published in the Student Guide, Chapter 3, Section 13). A copy of the student guide can be accessed online on:

http://www.kuniv.edu/cs/groups/ku/documents/ku_content/kuw055940.pdf

Class discussion: Class discussion will be assessed on the basis of your contributions to class discussion and listening. Of course, the underlying condition for class participation is attendance. I expect you to attend all sessions. Prior to class, you should thoroughly read and prepare the case for that day, including answering the study questions. Please ensure that you have used the frameworks, tools, and ideas from the readings in your analysis as appropriate. In grading class participation, I look at both the quantity and quality of contribution. With regards to quality, some of the criteria I shall apply include:

- Are the points made relevant to the discussion?
- Do the points go beyond a mere recitation of case facts, and are implications clearly drawn?
- Is there evidence of analysis rather than expressions of opinions?
- Are the comments linked to those of others?
- Did the contribution further the class's understanding of the issues?
- Is the participant a good listener?
- Do comments raise interesting questions?
- In discussion, do the comments fit in the class context?
- Does the analysis make use of models and techniques from the readings or lectures?
- Are comments made in a respectful, professional, and constructive manner?

Students should not expect to receive full points for participation. Simply being present does not warrant full credit, nor does frequent participation that does not advance the learning of the class. I will use "cold calling" occasionally so you need to be prepared for each class. **Cell phones** must be turned off or set to "silent" mode during classes.

Laptops may not be used during case discussion segments and activities.

Exams: We will have THREE examinations, two midterms and a final exam, which will cover the course material to that point in the course, including lectures, discussions, and readings. Details about exam contents, time, and location will be discussed in the class. Missed examinations may not be made up without prior permissions, no exceptions.

Quizzes: There will be unannounced quizzes (i.e., pop-quizzes) at the beginning of classes in which we discuss case studies. The quiz will cover the main ideas of the case to ensure that each student has read the case study carefully and ready for class discussion. Further details will be discussed in class.

Note: *The instructor reserves the right to change assignments and cases as necessary to facilitate an improved learning experience.*

Cheating and Plagiarism: Every student in this course must abide by the Kuwait University Policy on Cheating and Plagiarism (published in the Student Guide, Chapter 3, Section 2). A copy of the student guide can be accessed online on:

http://www.kuniv.edu/cs/groups/ku/documents/ku_content/kuw055940.pdf

Please carefully note all sources and assistance when you turn in your work. Under no circumstances should you take credit for work that is not yours. You should neither receive nor give any unauthorized assistance on any deliverable. If you have any questions about what constitutes “unauthorized assistance” please email me before the deliverable is submitted.

Writing Style: Students must refer to MLA writing style for their assignments and report writing. Refer to the English Language Center for help.

Office Hours:

Office hours are Sundays from 12:00pm to 1:00pm. If you have a time conflict, please contact me to schedule an appointment for another time. You may contact me any time via email. In general, this syllabus is your first source of information on questions pertaining to the class. I will not answer a question the answer for which is in the syllabus. When sending me an email, always include the class number and your first and last name in the email subject. For example, “423/01A Ali Alghareeb”.

Course Outline:

Title	Topics
Introduction	What is Innovation? • The difference between creativity and innovation. • Innovation networks and ecosystems
Innovation	Types and patterns of innovation • Research & Development • Technology clusters • S-Curve of technology performance • Technology diffusion • Development of technology • Legal protection of intellectual properties
Disruption	Creative Destruction • Disruptive Innovation • Entry Timing and First Mover Advantage • Industry dynamics of innovation
Network Externalities	Emergence of standards • Sources of network externalities • Standards battles and design dominance
Organizational Learning	What is organizational learning • the building blocks of a learning organization • Organizational ambidexterity • Problematic search and barriers to learning and innovation
Design Thinking	Systematic problem solving • Design thinking process • Application of design thinking
Platform-based competition	What are platforms? • Sources of competitive advantage in platform-based markets
Strategic Approach to Technology Entrepreneurship	How entrepreneurs choose their strategies • Key choices underlying entrepreneurial strategy • Alternative strategies to commercialization

Important Dates:

Date	Event
May 13 th , 2024	Last day of classes
May 20 th , 2024 11:00AM – 1:00PM	Final Exam for Section 01A

Undergraduate Program Learning Goals:

LG1. Ethical Skills: A CBA graduate shall be able to recognize ethical issues present in business environment, analyze the tradeoffs between different ethical perspectives, and make a well-supported ethical decision.

Student Learning Objectives:

- 1.1. Identify the ethical dimensions of a business decision.
- 1.2. Recognize and analyze the tradeoffs created by application of competing ethical perspectives.
- 1.3. Formulate and defend a well-supported recommendation for the resolution of an ethical issue.

LG2. Decision Making Skills: A CBA graduate shall be able to recognize the extent of the implications of business decisions, evaluate different proposals based on available facts, and make a well-supported business decision.

Student Learning Objectives:

- 2.1. Recognize the implications of a proposed business decision from a variety of diverse, internal and external, stakeholder perspectives.
- 2.2. Evaluate the integrity of the supporting evidence and data for a given decision based on business principles.
- 2.3. Analyze a given business decision using integrative techniques, structures, and frameworks.

LG3. IT and Computer Skills: A CBA graduate shall demonstrate capabilities in using general-purpose computer applications.

Student Learning Objectives:

- 3.1. Use a word-processing application to type and format a business document.
- 3.2. Use a data-processing application to analyze or solve a business problem.
- 3.3. Use a presentation-making application to prepare a slideshow for a business issue.

LG4. Communication Skills: A CBA graduate shall be able to communicate effectively in a wide variety of business settings.

Student Learning Objectives:

- 4.1. Deliver clear, concise, and audience-centered presentations.
- 4.2. Write clear, concise, and audience-centered business documents.

LG5. Analytical Skills: A CBA graduate shall be able to apply quantitative and qualitative methods to solve business problems.

Student Learning Objectives:

- 5.1. Use appropriate tools to solve a given business problem.
- 5.2. Analyze business problems using suitable business theories and techniques.
- 5.3. Structure logic and frame quantitative analysis to solve business problems.