

BUS610

Management of Technology and Innovation

# Course Description

A study of the approaches applied to the advancement of technology and innovation systems in enterprises. Topics covered include diffusion of innovations, how disruptive innovations impact existing markets, technology-driven innovation in new and established firms, new product road mapping and management, information systems structure and integration, shaping a firm’s overall strategy, and leading change through innovation management. 3 Credits.

# Theme Scripture

“No one sews a patch of unshrunk cloth on an old garment; otherwise the patch pulls away from it, the new from the old, and a worse tear results. No one puts new wine into old wineskins; otherwise the wine will burst the skins, and the wine is lost and the skins as well; but one puts new wine into fresh wineskins.” Mark 2:21-22

# Program Outcomes

BUS610 is offered by City Vision’s Master of Business Administration (MBA) program. This course supports one of six program outcomes for the MBA program, marked with an asterisk (\*).

As a City Vision MBA graduate, you will be professionally competent in these six success areas:

1. **Finance**. Analyze the complexities of financial and administrative systems and apply that to make effective business decisions.
2. **Innovation**. Develop strategies and plans to effectively use technology and innovation to achieve organizational goals. **\***
3. **Relational**. Develop and implement human capital, talent management and general human resource plans sensitive to the dynamics of corporate human behavior in different cultural contexts.
4. **Values**. To develop plans to achieve their own personal vocation and calling as well as bringing social change to the world in line with Christian values.
5. **Strategy**. To develop a synthesis to integrate a wide range of business skills into a plan for starting or growing an organization.
6. **Specialization**. Demonstrate professional competencies in a specialty area appropriate for managerial roles in private industry, public sector institutions, and not-for-profit agencies.

# Course Objectives

In addition to the program outcomes marked with an asterisk above, BUS610 is built around four course objectives:

1. Analyze disruptive innovation in an organizational context to shape managers’ strategy and innovation mindset (Bloom’s taxonomy level 4).
2. Apply the learned concepts to the improvement of an innovation or a new product development (Bloom’s taxonomy level 3).
3. Apply the levers of innovation to the improvement of an organization’s business model by stimulating creativity and value creation (Bloom’s taxonomy level 3).
4. Develop an awareness of the range, scope, and complexity of technological innovation to sustain the applications of new businesses, products and technologies (Bloom’s taxonomy level 6).

Each course objective listed above is tied to a multi-week period listed below under the “Course Schedule” table.

# Required Text

These are the required resources that every student should obtain.

* Davila, T., Epstein, M., & Shelton, R. (2013). [*Making innovation work: How to manage it, measure it, and profit from it*](https://www.amazon.com/Making-Innovation-Work-Measure-Updated/dp/0133092585/ref%3Dsr_1_1?ie=UTF8&qid=1493319202&sr=8-1&keywords=Making+innovation+work%3A+How+to+manage+it%2C+measure+it%2C+and+profit+from+it), Updated Edition (1st ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-133-09258-5. *Also in Kindle.* pp. 368
* Moore, G. A. (2014). [*Crossing the chasm: Marketing and selling disruptive products to mainstream customers*](https://www.amazon.com/Crossing-Chasm-3rd-Disruptive-Mainstream/dp/0062292986/ref%3Dsr_1_1?ie=UTF8&qid=1493319326&sr=8-1&keywords=9780062292988) (3rd ed.). New York, NY: HarperCollins Publishers. ISBN: 978-0-062-29298-8. *Also in Kindle or Nook.* pp. 288
* Raynor, M. (2011). [*The Innovator's manifesto: Deliberate disruption for transformational growth*](https://www.amazon.com/Innovators-Manifesto-Deliberate-Disruption-Transformational/dp/0385531664/ref%3Dsr_1_1?ie=UTF8&qid=1493319410&sr=8-1&keywords=9780385531665) (1st ed.). New York, NY: Crown Business. ISBN: 978-0-385-53166-5. *Also in Kindle or Nook.* pp. 256

# Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Period** | **Assessments** | **Estimated Hours** | **% of Grade** | **Course Objective** |
| **1** | **Mapping the Innovation** |  | -- | -- |
| Weeks 1-2 | View/Read | 11 |  |  |
|  | Forum 0A: Introduce Yourself | 1 | 1% | 1 |
|  | Forum 1A: Driving and Mapping the Innovation | 3 | 4% | 1 |
|  | Forum 1B: Disruptive Innovation | 3 | 4% | 1 |
|  | Forum 1C: High-Tech Marketing | 3 | 4% | 1 |
|  | Forum 1D: Life Cycle Analysis of Christian Movements and Denominations † | 3 | 4% | 1 |
|  | Project 1: Disruptive Innovation Analysis | 5 | 5% | 1 |
|  |  |  |  |  |
| **2** | **Strategizing the Innovation** |  | -- | -- |
| Weeks 3-4 | View/Read | 15 |  |  |
|  | Forum 2A: Innovation Strategy | 3 | 4% | 2 |
|  | Forum 2B: Explaining Innovation | 3 | 4% | 2 |
|  | Forum 2C\*: Targeting the High-Tech Market | 3 | 4% | 2 |
|  | Forum 2D: Personal Philosophy of Faith, Strategy and Disruptive Innovation † | 3 | 4% | 2 |
|  | Project 2: Technology Development Life Cycle - Analysis | 5 | 5% | 2 |
|  | Project 3: Philosophy of Innovation - Paper | 5 | 5% | 2 |
|  |  |  |  |  |
| **3** | **Measuring the Innovation** |  | -- | -- |
| Weeks 5-6 | View/Read | 14 |  |  |
|  | Forum 3A: Measuring and Sustaining Innovation | 3 | 4% | 3 |
|  | Forum 3B: Investing for Disruptive Innovation | 3 | 4% | 3 |
|  | Forum 3C\*: Hitting the High-Tech Market | 3 | 4% | 3 |
|  | Project 4: High-tech Marketing Strategy - Presentation | 5 | 5% | 3 |
|  | Project 5: Business Model Innovation -Analysis | 5 | 5% | 3 |
|  |  |  |  |  |
| **4** | **Organizing the Innovation** |  | -- | -- |
| Weeks 7-8 | View/Read | 11 |  |  |
|  | Forum 4A: Organizing the Innovation | 3 | 4% | 4 |
|  | Forum 4B: Winning the High-Tech Market  | 3 | 4% | 4 |
|  | Project 6: Innovation at the Base of the Pyramid and Social Consequences of Innovations | 7 | 9% | 4 |
|  | Project 7: Leading Technology & Innovation - Presentation | 12 | 13% | 4 |
|  |  |  |  |  |
| **Course****Total** | Total estimated hours based upon 17 hours per week for 8 weeks | 135 | 100% |  |

† This item is a dedicated faith-integration assessment.

Forums marked with an asterisk (\*) indicate they are hybrid and can be completed through a live online meeting.

# Estimated Activities and Times

* Reading is measured at 25 textbook pages per hour for normal textbooks and reading 20 pages per hour for dense textbooks. Total reading for this course is 42 hours.
* Listening to live sessions or recorded audio/video elements: 9 hours
* Forum discussions: 43 hours
* Written projects: 41 hours

# Forum Expectations

We expect that students will spend an estimated one hour to post one initial message, one hour to read posts from 5+ students (presumes that a student doesn’t read every post), and an estimated one hour to post two reply messages. Forum grading will be based on the following items:

* Forum posts should be 200-400 words although these are not strict limits.
* Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum. Be sure to read the learning objectives.
* Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
* The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings
* Students are not required to use APA format for references in forum posts, but instead students are encouraged to hyperlink relevant information when possible.
* Grading rubric: forums use the same high level grading rubric as for the final project including
	+ Content Knowledge (25%)
	+ Critical Thinking (25%). Note that critical thinking is very different from criticism.
	+ Communication (25%)
	+ Application (25%)

*Forum responses:*

* Students should post at least 2 forum responses interacting with the ideas in their peers’ posts.
* These posts should go beyond superficial comments like "Good job!" but should follow a format like the following:
	+ 1) Summarize what they said to show that you understand it.
	+ 2) Acknowledge what was good about their comments.
	+ 3) Offer at least one constructive suggestion about how they could advance their thinking further, or ask about something that was unclear.
	+ 4) Close by re-affirming what was good in what they said, or add in your own idea inspired by their comments.

*Grading rubric:*

Forums use the same high-level grading rubric as for course major writing projects, including

* Content Knowledge (25%)
	+ This is the demonstration of relevant knowledge from the material for the week, as assessed by the forum’s question.
* Critical Thinking (25%)
	+ Note that critical thinking is very different from criticism.
	+ Critical thinking means understanding and engagement with relevant issues for a given topic.
* Communication (25%)
	+ This deals with the clarity and correct mechanics / usage of what is expressed.
* Application (25%)
	+ In this context, this means that the forum post shows how the material is relevant to the learner’s own situation.

# Written Work

Except for Class Forum posts, all written assignments should be double-spaced using 12-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the assignment’s page within Moodle. Every assignment should carry a filename that *must* include your name (Student Name) and the assignment number, e.g. Jan\_Smith\_Project1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Students will be assessed on their ability to reflect and to critically examine an issue from many points of view. Very informal or highly opinionated writing styles will be severely penalized. *Do not preach*.

# Late Policy

Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by the end of the week after the course ends (the ninth week since the start of the course). No credit will be given for work submitted after this date, unless the student is granted an extension on the course, as described below. This policy applies to weekly assignments, as well as examinations and final projects. The following rules apply to the grading of late assignments:

* Each assignment is due by the end of the day on Sunday in the week it was assigned.
* Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
* Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")
* Each week after that until the end of the term, the assignment will lose a further letter grade ("A" becomes "D", and so on)
* Extensions: professors may grant an extension on an assignment if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor’s discretion.

# Standards of Academic Integrity

Continuing enrollment in City Vision University requires adherence to the university’s standards of academic integrity: <http://www.cityvision.edu/wiki/standards-academic-integrity>

Many of these standards may be intuitively understood and cannot in any case be listed exhaustively. The following examples represent some basic types of behavior that are unacceptable:

1. Cheating: using unauthorized notes, aids, or information when taking an examination; submitting work done by someone else as the student’s own; copying or paraphrasing someone else’s essays, projects, or other work and submitting it as the student’s own.

2. Plagiarism: submitting someone else’s work and claiming it as the student’s own or neglecting to give appropriate documentation when using any kind of reference materials. Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from study guides, textbooks, someone else’s writing, or any other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented according to an accepted style manual. The style manual used at City Vision is that of the APA (American Psychological Association). We strongly recommend that all students read [this article on what plagiarism is and how to avoid it](http://www.cityvision.edu/what-plagiarism-and-how-do-you-avoid-it) before beginning courses, so that they will not be subject to penalties for committing plagiarism in a course. It is also plagiarism to submit an assignment in a class that is the same or substantially the same as one previously submitted for credit in another.

3. Fabrication: falsifying or inventing any information, data, or citation; falsely claiming that documents or interviews were received from an organization when they were actually written by the student.

4. Obtaining an Unfair Advantage. Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor. Unauthorized collaborating on an academic assignment. Retaining, possessing, using, or circulating previously given examination materials where those materials clearly indicate that they are to be returned to the advisor or to the City Vision University offices at the conclusion of the examination. The sale of completed assignments for the use of other students.

5. Misrepresentation: forgery of official academic documentation; presentation of altered or falsified documents or testimony to a university office or official; misrepresenting one’s identity or that of another for academic purposes, such as taking an exam for another student; or lying about personal circumstances to postpone tests or assignments.

6. Obstruction: conduct that interferes with other students’ ability to learn, such as deleting their computer files or disruption of class forums.

Disciplinary action may range from lowering a grade for a paper to dismissal from the program, depending on severity of the offense.

# Additional Policies

This syllabus is subject to change without notice up until the first day of the semester. For more academic policies, please visit: <http://www.cityvision.edu/academic-policies>

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Last updated: June 06, 2017

City Vision University
3101 Troost Ave. Suite 200
Kansas City, MO 64109-1845 USA
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# SAMPLE FINAL PROJECT TEMPLATE AND INSTRUCTIONS

**Formatting**

The final project uses the final project template below. Delete these instructions before submitting. This project collects your work from Project 1, 2 and 5 into an overall Leading Technology & Innovation presentation that a manager might pass along to others at his/her level. This project should be expanded with:

* + **Abstract**: Offer a short executive summary of your report in 200 words, on the lower half of your title page.
	+ **Screencast**: Create a short 4-minute YouTube video that introduces what Leading Technology and Innovation is all about, appropriate to motivate a manager to read your report. Place the web URL for media in your report as a hyperlink on your title page, along with your summary media description. See further instructions on Screencasts below these bullet points.
	+ **Background**: Address project intent, the duration of the project, a short organizational description, and the role you assumed in relation to the project sponsor (manager) to evaluate the organizational design [of your chosen organization].
	+ **Assessment**: Combine your work from Project 1, 2 and 5 with corrections included from the feedback your instructor provided.
	+ **Recommendations**: Include charts/graphs from your Project 1, 2 and 5 which are updated to influence your audience towards the topic you are presenting. Discuss why disruption is necessary to sustain competitive advantage, why an innovation mindset will help cultivate an innovation culture, how technology/product development are related to innovation, how to lead change within the organization through technology and innovation…etc. Summarize the concepts and important points you have discovered within your Project 1, 2 and 5. Give special attention to the linkages between technology, innovation, product development, life cycle management, the business model and organizational strategy. Propose specific questions for consideration, and/or offer recommendations to change, along with the benefits of that change to create a culture of innovation. Draw upon the wisdom of Raynor, Moore, Davila et al. to bring things into focus.

A Screencast is a narrated multi-slide presentation. It is less than a webcam video but more than an audio podcast. Your media should be between 3-4 minutes and 7-10 slides. Post your media to YouTube or a comparable open social media site, with a suitable title and summary. Your media should not attempt to present your paper as it is structured but give sufficient motivation for what the report is and why managers should study it. To record your slides and audio on your computer screen, use the free online version of [Screencast-O-Matic.com](http://www.screencast-o-matic.com/), that works with both PCs or MACs. Record your video as a High Definition (HD) MP4 file (1280 x 720), and upload the MP4 to YouTube under your account.

This project will be scored using the MBA Project Grading Rubric.

Complete by Day 14 at 11:59 PM ET (US Eastern).

|  |
| --- |
|  **Final Project Grading Rubric** |
|  | **Score(0-100)** | **Weight** | **Weighted Score** |
| **Content KnowledgeDemonstrates proficiency in content knowledge of the subject matter.**  | **0** | **0** |
| **Comments:**  |  | **.25** | **23.75**  |
| **Critical Thinking****Demonstrates clear and logical progression and conclusions.** |  |  |
| **Comments:**  | **0** | **.25** | **23.75**  |
| **Communication****Writing is appropriate to selected audience, no style guide errors, good “flow,” with no grammar/spelling errors**  |  | 0 |
| **Comments:**  | **0** | **.15** | **23.75**  |
| **ApplicationRelevant examples, clear steps and recommendations** |  |  |
| **Comments:**  | **0** | **.35** | **23.75**  |
| **Late deductions (e.g., ):**  | **0** | **0** | **0**  |
| ***Score:***  |  |  | **95**  |
| ***Overall Comments:*** -- |
| **Rubric Explanations** |
| **Insufficient(0-79)** | **Sufficient(80-89)** | **Proficient(90-100)** |
| **Content KnowledgeStudents demonstrates proficiency in content knowledge of the subject matter.** |
| * Does not demonstrate a worldview
 | * Demonstrates a knowledgeable worldview
 | * Demonstrates a diverse and knowledgeable worldview
 |
| * The document does not demonstrate research of the literature on the subject matter.
 | * The document demonstrates research of the literature on the subject matter but at a level lower than at a master’s (or bachelor’s, for bachelor’s students).
 | * The document demonstrates research of the literature on the subject matter at a master’s (or bachelor’s, for bachelor’s students).
 |
| * Work does not indicate research method and/or analysis.
 | * Work indicates research but not appropriate for the purpose of the document/presentation
 | * Work indicates, as appropriate, knowledge, choice, and application of research method and analysis.
 |
| * The work does not reference theories and concepts.
 | * Referenced theories and concepts are accurate but not sufficient or appropriate applied.
 | * Referenced theories and concepts are accurate, sufficiently detailed, and appropriately applied.
 |
| * The author uses information from too limited a base of sources and lacks variety.
 | * The author uses information from a variety of quality electronic and print sources; but lacks relevance and/or balance.
 | * The author uses information from a variety of quality electronic and print sources; the sources are relevant, balanced, and include critical readings related to the article topic.
 |
| * Does not demonstrate an understanding of culture.
 | * Demonstrates knowledge that culture contributes to shaping one’s viewpoint.
 | * Articulates the ways in which culture contributes to shaping one’s viewpoint.
 |
| **Critical Thinking****Demonstrates clear and logical progression and conclusions.** |
| * The purpose and premise is not presented.
 | * The author leaves it up to the reader to determine the purpose of the document.
 | * A clear introduction sets the stage for the reader to know what the article is about and how the document supports the premise.
 |
| * The author fails to use structure.
 | * The author uses structure but is not fully appropriate.
 | * The author develops appropriate structure for communicating the topic.
 |
| * Unwillingness to engage in difficult conversations
 | * Communicates from a position of dominant culture
 | * Willingness to engage in difficult conversations with tolerance of diverse viewpoints
 |
| * The author fails to show evidence of either logic or transition
 | * The author shows evidence of some logic but fails to follow the tenets of good communication with regard to sequence and/or transition
 | * The writer communicates information in a logical, interesting sequence organized with smooth transitions that the reader can easily follow.
 |
| * There is a lack of information.
 | * There is a lack of evidence of effective information.
 | * Accesses needed information effectively and efficiently.
 |
| * Does not show evidence of application of learning to ethical and reflective practice.
 | * Shows evidence of applying global learning in ethical and reflective practice.
 | * Translates global learning into ethical and reflective practice.
 |
| * Does not analyze issues.
 | * Analyzes issues from one perspective
 | * Analyzes issues from multiple perspectives.
 |
| * Does not evaluate information.
 | * Evaluates information but lacks evidence of critical evaluation.
 | * Evaluates information and its sources critically.
 |
| **Communication****Writing is appropriate to selected audience, no style guide errors, good “flow,” with no grammar/spelling errors** |
| * The document/ presentation has an average greater than one error per page, slide, or one-minute of oral presentation.
 | * The document/ presentation has an average of one error per page, slide, or one-minute of oral presentation.
 | * The document/ presentation demonstrates an exceptional adherence to selected style, flow, grammar, punctuation, word-smithing, and correct use of the word-processor to handle formatting (zero errors).
 |
| * Does not evaluate information
 | * Evaluates information but lacks evidence of critical evaluation
 | * Evaluates information and its sources critically
 |
| * No evidence of ethical, legal, and socio-economic issues.
 | * Minimal evidence of ethical, legal, and socio-economic issues.
 | * Understands and follows the ethical, legal, and socio-economic issues surrounding the use of information and technology.
 |
| * (If appropriate) The document/ presentation does not show evidence of Biblical concepts.
 | * (If appropriate) The document/ presentation shows evidence of Biblical concepts but inappropriate presentation to the audience
 | * (If appropriate) The document/ presentation shows appropriate presentation of Biblical concepts relative to the audience and publication (plain-glass or stain-glass)
 |
| * The document/ presentation shows more than four format errors.
 | * The document/ presentation shows up to four format errors.
 | * The document/ presentation adheres to the format dictated by the target publication or intended audience. The final product is suitable for immediate use.
 |
| **ApplicationRelevant examples, clear recommendations, to improve groups** |
| * The document/ presentation does not show evidence of application
 | * The document/ presentation alludes to application but does not do so in a manner that is clear to the reader
 | * The document/ presentation presents information, concepts, conclusions, etc., so that the readers can use the information to improve/transform their lives and the global organizations in which they serve.
 |
| * Does not show recognition of the impact of global issues on individual lives.
 | * Recognizes the impact of global issues on individual lives but does not show evidence of belief in collaboration
 | * Recognizes the impact of global issues on individual lives, and believes individual and collaborative action can influence the world
 |
| * The document/ presentation lacks examples of how the recommendations might be applied.
 | * The document/ presentation provides examples of how the recommendations might be applied but the application is not relevant.
 | * The document/ presentation provides examples of how the recommendations might be applied at the personal, team or organization level.
 |
| * The document/ presentation does not offer clear actionable concepts
 | * The document/ presentation presents information in manner that is not consultative but is one-way directive.
 | * The document/ presentation adopts a consultative approach by proposing clear, strategic, actionable, and practical steps that are readily transferable to practical contexts.
 |
| * The document/ presentation lacks recommendations
 | * The recommendations are there but not clear and/or specific.
 | * The recommendations are clear and specific for the designated audience.
 |