

## **Syllabus – Innovation Strategy – MGMT 522**

Winter 2019

Instructor: Prof. Tiona Zuzul

Contact Information:

Office Location: 471 Paccar Hall

Office Hours: Tuesday / Thursday 1:30 to 2:30 pm, by appointment

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### **Classes:**

Tuesday / Thursday, 3:30 – 5:20 pm, meeting in Paccar 293

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### **Course Summary and Learning Objectives**

This course explores the unique aspects of crafting a strategy for innovative businesses. What are effective strategies for winning in new, emerging industries? How can innovative firms disrupt or displace the competition? What are the challenges and opportunities of innovating in mature, well-established industries? In the first three modules of this course, we will draw on classic and contemporary theories and cases to address these and related questions. In the fourth module of the course, we will put our learning into use through a group-based final project.

This course will help prepare students interested in founding, leading, and working in innovative and high-technology firms, as well as those interested in consulting, private equity, or venture capital. We will emphasize active participation, and critical problem-based thinking — tools that apply well beyond the technology industry. Throughout this course, you will:

- Be introduced to the primary frameworks in innovation strategy;
- Use these frameworks to systematically develop and analyze an innovation strategy for firms ranging from start-ups to large multinationals;
- Articulate and defend your views coherently and persuasively.

### **Faculty Bio**

Tiona Zuzul is an Assistant Professor of Strategic Management and Entrepreneurship. She received her PhD in Strategy from Harvard Business School, MSc from the London School of Economics, and Bachelor's degree from Harvard College. In her research, she studies entrepreneurs and innovators in new industries, including the “smart cities” industry, the “air taxi” market, and the “new space” market. Prior to joining the University of Washington, she was an Assistant Professor of Strategy and Entrepreneurship at the London Business School. Before that, she worked as a consultant, advising firms and executives on expansion into new and emerging markets.

## **Reading Material**

We will be using a casebook containing all the cases that we will be discussing. The casebook is available through EZ Copy N Print (4336 University Ave NE). Please **bring the casebook** to each class beginning **January 15**.

## **Recommended Preparation**

Because this is a case-based course, we will strive to develop your **analytical and rhetorical skills** in class. We will emphasize listening, responding to others, and articulating your own views coherently and effectively. Before class, **read each case carefully**, keeping in mind the pre-case discussion questions that will be posted on Canvas. Come to each class **prepared to actively participate** in case discussions. Be prepared to offer insights, counter points, and support your claims with case data. Always bring the reading to class. To facilitate class discussion, please **sit in the same place every week**, and be sure to **clearly display your namecard**.

## **Code of Conduct**

I follow Foster Program's Technology Policy by asking you to NOT use technology while in class. **The use of laptops or other electronic devices is only permitted after explicit, written, individual permission from the instructor.** Failing to adhere to this requirement will lead to a downgrading of students' class participation grade to 0 per class.

Students are expected to adhere to the Foster School of Business Code of Conduct:

"I will uphold the fundamental standards of honesty, respect, and integrity and I accept the responsibility to encourage others to adhere to these standards.

HONESTY: I will be truthful with myself and others.

RESPECT: I will show consideration for others and their ideas and work.

INTEGRITY: I will be a leader of character. I will be fair in all relations with others."

A specific word about using other's work, including prior students' work or information purchased or found from academic websites. This is strictly prohibited and considered cheating and a violation of the Code of Conduct. **All written assignments will be submitted via Canvas, which automatically checks for plagiarism.** Students who plagiarize will be given an automatic grade of 0 for the assignment, and may be subject to further disciplinary action.

## **Disability Resources**

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from the office of Disability Resources for Students (formerly Disabled Student Services) indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

## Course Assignments and Grading:

There are 4 elements that constitute your grade in this course:

#	Name	Deliverable	% of Grade
1	Attendance and Participation	Active, respectful class participation	30%
2	Response Papers	Two individual, 3-page written reflection papers	30%
3	Case Answers	Two individual, 1-page written responses to assigned case questions	10%
4	Final Project	Group final project and presentation	30%

### **1. Attendance and Class Participation (30% of course grade)**

Decisions in organizations, including in innovation strategy, are usually made via discussion, collaboration, negotiation, and consultation. To participate in them, you need to communicate your views effectively, and defend them with appropriate data. The case discussions are designed to help you develop these skills. Consequently, class participation is a significant portion of your grade.

I will evaluate your participation in each class, and will combine these to determine your overall course participation grade. In determining your overall participation grade, I consider both the **quantity** and **quality** of your contributions. So, talking often is not the best way to participate, nor is being silent. Instead, thoughtful engagement is best. The most effective class participation consists of comments that **enhance the class discussion** by providing insights **beyond reiterating the facts from the case**. Interesting questions “count” as much as interesting answers!

To help you track your participation, an interim grade will be released mid-way through the semester.

### **2. Response Papers (30% of course grade)**

Each student will complete **two** very brief papers that illustrate the application of one or more of the frameworks developed during the previous weeks to an industry or firm of your choice. **Both papers should be about the same industry/firm.**

The papers should be **3 pages maximum**, 1” margins with 12 pt. type, single spaced, and should be submitted via Canvas. Additional information, charts and graphs can be attached as appendix materials in addition to the 3 page maximum. Submitted materials exceeding these standards will lose points in grading.

You are welcome to do **external research** on your firm/industry, including looking at financial data, newspaper articles, etc. Please adhere to standard rules about **proper citations**.

- a. **Response Paper 1, due January 28: Looking Backward**  
Draw on the theories we have covered so far to answer the following questions: What stage of the life cycle is your industry in? How do you know? Can you provide data and/or metrics to support your claim (e.g. number of firms, point in the S-curve, etc)? Looking backward, is there a technology that triggered the development of the industry? Or does it seem to be triggered by other factors (e.g. regulation, changes in demand, etc.)?
- b. **Response Paper 2, due February 25: Looking Forward**  
Draw on the theories we have covered so far to answer the following questions: How close is your industry to maturity? To decline? Has it experienced disruptions or technological discontinuities? Is it likely to do so soon? Why or why not? Should disruption come, what competitors are likely to be vulnerable?

Papers will be evaluated on the following criteria:

- a) Proper application of relevant frameworks.
- b) Quality of analysis and conclusions.
- c) Use of appropriate data and metrics to reach conclusions.
- d) Concise and clear writing.
- e) Proper grammar, formatting, source citation, etc.

### 3. Case Answers (10% of course grade)

This comprises **two** written responses to the case assignment questions, to be completed individually by students. For each case, I will post **2 case assignment questions** on Canvas (note that these will usually be different than the introductory or “wrap-up” questions posed in the text of a case) one week before the case in question is discussed.

Each student will be **randomly assigned** to answer questions for **one** case in Set 1 and **one** case in Set 2 (see Appendix A). **Assignments will be posted on Canvas before class on January 15.** Although all students will be able to view the questions, only those assigned to each case are expected to turn in a response. Each student must complete the questions assigned to them, and **may not swap the allocation.** Case answers will be due by **11:59 pm** the day before the case in question is discussed.

Case answers should be **1-2 pages maximum**, 1” margins with 12 pt. type, single spaced, and should be submitted via Canvas.

You are not expected to do additional research beyond the case to answer the question. If you find you are needing to do external research, you are probably on the wrong track.

The answers will be evaluated on quality of analysis and conclusion. Late case answers **will not be accepted**, and will receive a 0 on the assignment.

#### 4. Final Project (30% of course grade)

In this group project, in teams of **4-5 students**, you will identify ways to use a new or disruptive technology to make progress in a mature or declining industry. You will prepare a 10-minute **pitch deck** (a power-point presentation) explaining the technology, its intended use and the problem it will solve, and an associated strategy that will lead to business success. In developing the project, you have two options:

1. **Start-up:** You can take the perspective of founders of a start-up that will commercialize the idea. The pitch deck should simulate a presentation you would give to venture capitalists; your aim is to receive funding for your idea.
2. **Established company:** You can also take the perspective of a new team within an established company (be specific about what company and division). The pitch deck should simulate a presentation you would give you company leaders; your aim is to receive a green-light and funding for your idea.

We will **provide more detail**, including a grading rubric, and **form groups in class on February 21**. We will use this class-time to brainstorm ideas with the help of renowned technology visionary James Whittaker (<https://www.docjamesw.com/>). **It is absolutely critical that you come to this class session**. If you are unable to attend because of an excused absence, please let me know ASAP.

Your group will also have the chance to meet with James in 10-15 minute individual meetings to receive feedback on your idea **on March 5**. More details will be announced.

The final project will be presented in class on **March 12** in a **10 minute power point presentation**. Your final grade will be based on the content of the presentation. In addition, you will be able to submit a **written supplement** (no more than 5 pages plus appendices) detailing your analysis.

Note that this is a team project, and not a “divide and conquer” assignment. You will have the opportunity to provide the instructor with peer evaluations of overall team member performance, and this will factor into your grade. **You MUST present in this class session to receive a passing grade for the assignment.**

## Course Schedule

Note: subject to change based on class pace

	Date	Topic	Pre-Class Reading	Assignments Due
1	Tues., Jan. 8	Class Introduction & Overview		
2*	Th., Jan. 10	View from Practice: Guest Lecture by James Whittaker		
<b>INNOVATION IN THE ERA OF FERMENT</b>				
3	Tues., Jan. 15	Innovation in New Industries I	Case: Linear Air	
4	Th., Jan. 17	Innovation in New Industries II	Case: Floodgate	
5	Tues., Jan. 22	The Emergence of Dominant Design I	Case: Ford vs. GM	<i>If Applicable: Case Answer 1 due Jan. 21 by 11:59 pm</i>
6	Th., Jan. 24	The Emergence of Dominant Design II	Case: HTC and Virtual Reality	<i>If Applicable: Case Answer 1 due Jan. 23 by 11:59 pm</i>
7	Tues., Jan. 29	Debrief: Innovation in the Era of Ferment	Markides & Geroski Suarez & Grodal	Response Paper 1 due Jan. 28 by 11:59 pm
<b>INNOVATION IN MATURE INDUSTRIES</b>				
8	Th., Jan. 31	Innovation in Mature Industries I	Case: IDEO	<i>If Applicable: Case Answer 1 due Jan. 30 by 11:59 pm</i>
9	Tues., Feb. 5	Innovation in Mature Industries II	Case: The Reemergence of the Swiss Watch Industry	<i>If Applicable: Case Answer 1 due Feb. 4 by 11:59 pm</i>
10	Th., Feb. 7	Simulation: Innovation in Mature Industries	Simulation Foreground Reading (Canvas)	Watch introductory video Complete 1-2 runs of simulation <b>Bring laptop to class!</b>
<b>TECHNOLOGICAL DISCONTINUITIES AND DISRUPTION</b>				
11	Tues., Feb. 12	Technological Discontinuities	Case: Netflix in 2011	<i>If Applicable: Case Answer 2 due Feb. 11 by 11:59 pm</i>
12	Th., Feb. 14	Disruptive Innovation I	Case: WR Hambrecht Christensen & Overdorf	<i>If Applicable: Case Answer 2 due Feb. 13 by 11:59 pm</i>
13	Tues., Feb. 19	Disruptive Innovation II	Case: Tata Nano	<i>If Applicable: Case Answer 2 due Feb. 18 by 11:59 pm</i>
14 **	Th., Feb. 21	<i>Assignment Day</i>		
15	Tues., Feb. 26	Debrief: Technological discontinuities and disruption	King & Baatartigtokh Christensen et al.	Response Paper 2 due Feb. 25 by 11:59 pm
16 *	Th., Feb. 28	View from Practice: Guest Lecture by James Whittaker		
<b>FINAL PROJECTS</b>				
17	Tues., March 5	<i>No Class Meetings with James Whittaker</i>		
18	Th., March 7	<i>No Class Work on presentations</i>		
19 **	Tues., March 12	<i>Final Presentations</i>		Final Slide Deck due March 11 by 11:59 pm
20	Th., March 14	Wrap-Up & Overview	Case: Toto	
F	Finals	NO FINAL AND NO CLASS DURING FINALS WEEK.		

\*For this session, we will be joined by students from MGMT422.

\*\*Attendance at these sessions is absolutely mandatory.

## Appendix A: Case Question Sets

Each student will be **randomly assigned** to answer questions for **one** case in Set 1 and **one** case in Set 2 (see Appendix A). **Assignments will be posted on Canvas before class on January 15.** Although all students will be able to view the questions, only those assigned to each case are expected to turn in a response. Each student must complete the questions assigned to them, and **may not swap the allocation.** Case answers will be due by **11:59 pm** the day before the case in question is discussed.

Set 1		Set 2	
Case	Due Date	Case	Due Date
Ford vs. GM	Jan. 21 by 11:59 pm	Netflix in 2011	Feb. 11 by 11:59 pm
HTC	Jan. 23 by 11:59 pm	WR Hambrecht	Feb. 13 by 11:59 pm
IDEO	Jan. 30 by 11:59 pm	Tata Nano	Feb. 18 by 11:59 pm
Swiss Watch Industry	Feb. 4 by 11:59 pm		