

**THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS**

**IIMT4602 Digital Innovation**

<b>GENERAL INFORMATION</b>	
<p>Instructor: Prof. Zhenhui Jack Jiang</p> <p>Email: jiangz@hku.hk Office: KK 804 Phone: 3917 8351 Consultation times: Consultation time is tentatively scheduled on Monday 2-4pm. Students are also welcome to schedule separate consultation time with me by email.</p> <p>Tutor: TBC Pre-requisites: IIMT2601 Co-requisites: Mutually exclusive:</p> <p>Course Website: Other important details:</p>	
<b>COURSE DESCRIPTION</b>	
<p>The course will teach students how to create innovation-driven business model through both process innovation and product innovation. The focus is on businesses that are technology innovation driven. The course contents will cover disruptive technologies, cross-channel business model development, mobilization of networked business, canvas drawing, social media-based product and marketing innovation, etc. In particular, students will learn how to identify technology innovation opportunities and manage innovation process. The students can appreciate the value of IT ecosystems and platform-based business operations.</p>	
<b>COURSE OBJECTIVES</b>	
<ol style="list-style-type: none"> <li>1. To provide students with basic knowledge on digital innovation</li> <li>2. To help student develop ability to evaluate different types of digital business models</li> <li>3. To educate students how to leverage emerging technologies for business innovations.</li> </ol>	
<b>FACULTY LEARNING GOALS</b>	
<p>Goal 1: Acquisition and internalization of knowledge of the programme discipline</p> <p>Goal 2: Application and integration of knowledge</p> <p>Goal 3: Inculcating professionalism</p> <p>Goal 4: Developing global outlook</p> <p>Goal 5: Mastering communication skills</p> <p>Goal 6: Cultivating leadership</p>	
<b>COURSE LEARNING OUTCOMES</b>	
<b>Course Learning Outcomes</b>	<b>Aligned Faculty Learning Goals</b>
CLO1 Demonstrate understanding of the economic and social value of technology-driven innovations.	FLG 1, 2
CLO2 Demonstrate understanding of the role of business model in facilitating technology-driven innovations.	FLG 1, 2, 4;

CLO3 Design business processes to support technology and product innovation.	FLG 3, 4, 5, 6
CLO4 Leverage social media and O2O operation to facilitate innovative product development and marketing.	FLG 2, 3, 4, 5, 6

### COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
T&L1. Lecture	33	27.5
T&L2. Class discussion and presentation	6	5
T&L3. Case-based study and analysis	36	30
T&L4. Preparatory work	45	37.5
Total	120	100%

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Case assignment		25%	CLO 1, 2
A2. In-class participation and presentation		25%	CLO 4
A3. Project		50%	CLO 1, 2, 3, 4
	Total	100%	

### STANDARDS FOR ASSESSMENT

#### Course Grade Descriptors

A+, A, A-	Candidates consistently demonstrate a thorough grasp of the course subjects as evidenced by excellent understanding and analysis of cases and the ability to develop original and creative ideas
B+, B, B-	Candidates frequently demonstrate a substantial grasp of the course subjects as evidenced by good understanding and analysis of cases and the ability to develop logical ideas
C+, C, C-	Candidates demonstrate a fair grasp of the course subjects as evidenced by understanding the basic knowledge taught in the course and the ability to develop reasonable ideas
D+, D	Candidates can understand the basic knowledge taught in the course
F	Candidates demonstrate little grasp of the basic knowledge taught in the course

#### Assessment Rubrics for Each Assessment

##### Case Assignment

Outstanding	All key problems are identified, with insightful and detailed analyses, sufficient supported with relevant data/facts, effective application of concepts and theories, well thought-out and feasible recommendations, and excellent writing.
Proficient	Most of the key problems are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of concepts and theories, generally logical and feasible recommendations, and decent writing.
Competent	A few key problems are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
Adequate	No problems are identified, with weak analyses, insufficient use of relevant data/facts, weak application of management concepts and theories, mediocre and infeasible recommendations, and unacceptable writing.
Fail	Unacceptable analyses and writing.

##### In-class Participation and Presentation

Outstanding	Consistently demonstrates a thorough understanding of, and engages constructively with, course material (assigned readings, issues, concepts), provides insightful analyses, raises critical points, and deepens and advances class discussion.
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Proficient	Mostly, demonstrates a good understanding of, and engages constructively with course material, provides helpful points or asks questions that support class discussion.
Competent	Demonstrates a basic understanding of course material and engages with it, though not always successfully. Makes a positive contribution to class discussion.
Adequate	Demonstrates limited understanding of course material and engagement with it. Endeavors to contribute to class discussion, but adds little.
Fail	Student does not attend sessions. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to class discussion.

### Project Report

Outstanding	All key requirements are identified, with insightful and detailed analyses and design, sufficient supported with relevant data/facts, effective application of concepts and theories, well thought-out and feasible recommendations, and excellent writing.
Proficient	Most of the key requirements are identified, generally insightful and detailed analyses and design, appropriate use of relevant data/facts, acceptable application of concepts and theories, generally logical and feasible recommendations, and decent writing.
Competent	A few key requirements are identified, somewhat insightful and detailed analyses and design, insufficient use of relevant data/facts, limited application of concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
Adequate	Minor requirements are identified, with weak analyses and design, insufficient use of relevant data/facts, weak application of management concepts and theories, mediocre and infeasible recommendations, and unacceptable writing.
Fail	Incorrect requirements identified, with unacceptable analyses and design, and unacceptable writing.

### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Session 1: Introduction to technology-based innovation  
 Session 2-3: IT business model creation  
 Session 4: Disruptive innovation  
 Session 5-6: Platform Competition  
 Session 7: Social Media and Network  
 Session 8-9: Technology-driven product and service innovation  
 Session 10: Mobilize networked business  
 Session 11: Eco-system of technology innovation  
 Session 12: Project presentation

### REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

1. Afuah, A. and Tucci, C. L. "Components of a Business Model," Chapter 4 in *Internet Business Models and Strategies: Text and Cases*, Second Edition, McGraw Hill, 2003, pp. 49-74.
2. Barton, D. and Court, D. "Making Advanced Analytics Work for You," *Harvard Business Review*, October 2012, Vol. 90, No. 10, pp. 78-83.
3. Bonabeau, E. "Decisions 2.0: The Power of Collective Intelligence," *MIT Sloan Management Review*, Vol. 50, No. 2, Winter 2009, pp. 44-52.
4. Boudreau, K. J. and Lakhani, K. R. "Using the Crowd as an Innovation Partner," *Harvard Business Review*, Vol. 91, No. 4, 2013.
5. Christensen, C. M., Raynor, M. E. and McDonald, R. "What is Disruptive Innovation?" *Harvard Business Review*, Vol. 93, No. 12, 2015, pp. 44-53.
6. Edelman, B. and Eisenmann, T. R. "Google Inc. in 2014," HBS Case # 9-915-004, 2014
7. Eisenmann, T., Chen, D. and Feinstein, B. "Facebook's Platforms," HBS Case # 9-808-128, 2010
8. Eisenmann, T., Geoffrey P. and Van Alstyne, M. W. "Strategies for Two-sided Markets," *Harvard business review*, Vol. 84, No. 10, 2006, pp. 92-101.
9. Hoffman, D.L. and Fodor, M. "Can You Measure the ROI of Your Social Media Marketing?" *MIT Sloan Management Review*, Vol. 52, No. 1, Fall 2010, pp. 41-49
10. Jeffery, M., Egli, L., Gieraltowski, A., Lambert, J., Miller, J., Neely, L. and Sharma, R., "Air France Internet Marketing: Optimizing Google, Yahoo!, MSN, and Kayak Sponsored Search," *Kellogg School of Management*, 2017.
11. Parker, G. G., Van Alstyne, M. W. and Choudary S. P. "Welcome to the Platform Revolution," W. W. Norton & Company, 2016,
12. Rothaermel, F. T. and Mckay, M. "Amazon.com, Inc.," McGraw Hill Education, MH0031, 2015
13. Oberholzer-Gee, F. and Wulf, J. "Alibaba's Taobao," HBS Case # 9-709-456, 2009
14. Van Alstyne, M. W., Parker, G. G., and Choudary, S. P. "Pipelines, Platforms, and the New Rules of Strategy," *Harvard Business Review*, Vol. 94, No. 4, 2016, pp. 54-62.
15. Sundararajan, A. "The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capital," Chapters 1 and Chapter 2, The MIT Press, 2016

**MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE**

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: \_\_\_\_\_ (please specify)

**COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)**

1. Late assignment submission will NOT be accepted. The exceptions are doctor's note, prior approval by the instructor for special circumstances (e.g. representing NUS on a one week sports competition).
2. For individual assignment, each student should complete the work on their own. If two projects are judged by the marker to be highly similar or identical, a grade of zero will be awarded to both student involved.
3. Students are encouraged to search relevant materials from external sources, such as journals, newspapers, and the Internet. Wherever facts, ideas, or figures from other sources are used, you need to clearly indicate the original sources and put them in a reference list. Plagiarism is strictly prohibited. Each student will be responsible for the academic honesty of the entire group work. In other words, in case a plagiarism is found, the grades of all students belonging to the group will be zero.

**ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)**