GENERAL INFORMATION

Instructor: Prof. Zhenhui Jack Jiang
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.

Tutor: TBC
Pre-requisites: IIMT2601
Co-requisites: 
Mutually exclusive:

Course Website: 
Other important details:

COURSE DESCRIPTION

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.

COURSE OBJECTIVES

1. To provide students with basic knowledge on digital innovation
2. To help student develop ability to evaluate different types of digital business models
3. To educate students how to leverage emerging technologies for business innovations.

FACULTY LEARNING GOALS

Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1 Demonstrate understanding of the economic and social value of technology-driven</td>
<td>FLG 1, 2</td>
</tr>
<tr>
<td>innovations.</td>
<td></td>
</tr>
<tr>
<td>CLO2 Demonstrate understanding of the role of business model in facilitating technology-</td>
<td>FLG 1, 2, 4;</td>
</tr>
<tr>
<td>driven innovations.</td>
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</tbody>
</table>
CLO3 Design business processes to support technology and product innovation.  
CLO4 Leverage social media and O2O operation to facilitate innovative product development and marketing.

<table>
<thead>
<tr>
<th>COURSE TEACHING AND LEARNING ACTIVITIES</th>
<th>Expected Study Hours</th>
<th>Study Load (% of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Lecture</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td>T&amp;L2. Class discussion and presentation</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>T&amp;L3. Case-based study and analysis</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td>T&amp;L4. Preparatory work</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Case assignment</td>
<td></td>
<td>25%</td>
<td>CLO 1, 2</td>
</tr>
<tr>
<td>A2. In-class participation and presentation</td>
<td></td>
<td>25%</td>
<td>CLO 4</td>
</tr>
<tr>
<td>A3. Project</td>
<td></td>
<td>50%</td>
<td>CLO 1, 2, 3, 4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td></td>
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</tbody>
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**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.
<table>
<thead>
<tr>
<th>Scores</th>
<th>Refined Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Incorrect requirements identified, with unacceptable analyses and design, and unacceptable writing.</td>
</tr>
<tr>
<td>Adequate</td>
<td>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 marginally acceptable writing.</td>
</tr>
<tr>
<td>Competent</td>
<td>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.</td>
</tr>
<tr>
<td>Proficient</td>
<td>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.</td>
</tr>
<tr>
<td>Outstanding</td>
<td>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.</td>
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</tbody>
</table>

### Project Report

<table>
<thead>
<tr>
<th>Scores</th>
<th>Refined Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>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.</td>
</tr>
<tr>
<td>Adequate</td>
<td>Demonstrates a basic understanding of course material and engages with it, though not always successfully. Makes a positive contribution to class discussion.</td>
</tr>
<tr>
<td>Competent</td>
<td>Demonstrates limited understanding of course material and engagement with it. Endeavors to contribute to class discussion, but adds little.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Mostly, demonstrates a good understanding of, and engages constructively with course material, provides helpful points or asks questions that support class discussion.</td>
</tr>
<tr>
<td>Outstanding</td>
<td>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.</td>
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### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

- **Week 1:** Introduction to technology-based innovation
- **Week 2-3:** IT business model creation
- **Week 4:** Disruptive innovation
- **Week 5-6:** Platform Competition
- **Week 7-8:** Social Media and Network
- **Week 9-10:** Technology-driven product and service innovation
- **Week 11:** Mobilize networked business
- **Week 12:** Eco-system of technology innovation
- **Week 13:** Project presentation

### REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in additional 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.)