

<b>Subject Code</b>	MM5451
<b>Subject Title</b>	Technology Innovation and Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Role and Purposes</b>	The information and communication technology (ICT) industry keeps rolling out new generations of technology. Organizations adopting these innovations face the challenge of managing high-tech products or services. New technology often leads to shortened product life cycles, demand for continual product updates, increases in the perceived risk of adoption by customers, increased requirements for intensive customer service and relationships, and growing reliance on business partners (suppliers, vendors, and distributors). This course focuses on understanding these changes and developing the successful strategies and tactics for technology intensive products & services.
<b>Subject Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. have an appreciation of theoretical and empirical academic research in solving problems using big data.</li> <li>b. demonstrate the ability to think critically and creatively within the domain of business analytics.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Introduction to High-Tech Markets</b> Definition, Importance, and Characteristics of High-Tech Sector</p> <p><b>User Behavior in High-Tech Markets</b> The Technology Adoption Life Cycle Crossing the Chasms in High-Tech Markets</p> <p><b>Product &amp; Service Strategies in High-Tech Markets</b> The Fundamental Role of the Platform Strategy Product / Service Design, Development, and Management</p> <p><b>Marketing Strategies for High-Tech Products and Services</b> Consumer Learning and Marketing Communication Channels, Pricing, Promotion, and Implementation</p> <p><b>Optional / Additional Topics</b> The Innovator's Dilemma and Solution New Technology Ventures</p> <p>“High technology” in this instance will be focused principally on information technology. While some of ICT has matured, it still provides illustrations of many lessons that can be applied to industries that are now emerging or that have not yet emerged. This course introduces the characteristics of high-tech markets and principals for being successful in the intensely time pressured and uncertain world of high-technology. Concepts that drive technology innovation will be explored and strategies identified. At the end of this course students should understand the characteristics and principals of high-tech markets. Moreover, students will understand the uniqueness of user learning in the high-tech market and how marketing can be approached in a startup high-tech business.</p>

<b>Teaching/Learning Methodology</b>	<p>The subject will be taught via lectures, seminars, and group projects.</p> <p>Case-based discussions and data-driven approaches will be employed in the lectures and seminars. Group projects will be designed to demonstrate the teamwork in the high-tech sector.</p>																																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 416 1463 987"> <thead> <tr> <th data-bbox="443 416 799 577" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="805 416 946 577" rowspan="2">% weighting</th> <th colspan="6" data-bbox="952 416 1463 510">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="952 519 1034 577">a</th> <th data-bbox="1040 519 1121 577">b</th> <th data-bbox="1128 519 1209 577"></th> <th data-bbox="1216 519 1297 577"></th> <th data-bbox="1303 519 1385 577"></th> <th data-bbox="1391 519 1463 577"></th> </tr> </thead> <tbody> <tr> <td data-bbox="443 586 799 645"><b>Continuous Assessment*</b></td> <td data-bbox="805 586 946 645"><b>100%</b></td> <td data-bbox="952 586 1034 645"></td> <td data-bbox="1040 586 1121 645"></td> <td data-bbox="1128 586 1209 645"></td> <td data-bbox="1216 586 1297 645"></td> <td data-bbox="1303 586 1385 645"></td> <td data-bbox="1391 586 1463 645"></td> </tr> <tr> <td data-bbox="443 654 799 712">1. Participation/Discussion</td> <td data-bbox="805 654 946 712">20%</td> <td data-bbox="952 654 1034 712">✓</td> <td data-bbox="1040 654 1121 712">✓</td> <td data-bbox="1128 654 1209 712"></td> <td data-bbox="1216 654 1297 712"></td> <td data-bbox="1303 654 1385 712"></td> <td data-bbox="1391 654 1463 712"></td> </tr> <tr> <td data-bbox="443 721 799 779">2. Group Assignment</td> <td data-bbox="805 721 946 779">20%</td> <td data-bbox="952 721 1034 779">✓</td> <td data-bbox="1040 721 1121 779">✓</td> <td data-bbox="1128 721 1209 779"></td> <td data-bbox="1216 721 1297 779"></td> <td data-bbox="1303 721 1385 779"></td> <td data-bbox="1391 721 1463 779"></td> </tr> <tr> <td data-bbox="443 788 799 846">3. Individual Assignment</td> <td data-bbox="805 788 946 846">20%</td> <td data-bbox="952 788 1034 846">✓</td> <td data-bbox="1040 788 1121 846">✓</td> <td data-bbox="1128 788 1209 846"></td> <td data-bbox="1216 788 1297 846"></td> <td data-bbox="1303 788 1385 846"></td> <td data-bbox="1391 788 1463 846"></td> </tr> <tr> <td data-bbox="443 855 799 913">4. Take-home Examination</td> <td data-bbox="805 855 946 913">40%</td> <td data-bbox="952 855 1034 913">✓</td> <td data-bbox="1040 855 1121 913">✓</td> <td data-bbox="1128 855 1209 913"></td> <td data-bbox="1216 855 1297 913"></td> <td data-bbox="1303 855 1385 913"></td> <td data-bbox="1391 855 1463 913"></td> </tr> <tr> <td data-bbox="443 922 799 987">Total</td> <td data-bbox="805 922 946 987">100 %</td> <td data-bbox="952 922 1034 987"></td> <td data-bbox="1040 922 1121 987"></td> <td data-bbox="1128 922 1209 987"></td> <td data-bbox="1216 922 1297 987"></td> <td data-bbox="1303 922 1385 987"></td> <td data-bbox="1391 922 1463 987"></td> </tr> </tbody> </table> <p data-bbox="443 1003 1463 1070">*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</p> <p data-bbox="443 1086 1463 1153">To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p data-bbox="443 1220 1463 1321"><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b> the various methods are designed to ensure that all students taking this subject –</p> <ul data-bbox="491 1339 1463 1608" style="list-style-type: none"> <li>• Readings with quantitative elements are assigned to course participants. They are required to critique these articles and prepare for discussion so as to enhance their understanding of the analytics element of the program. Student teams also need to make presentations in class and exchange views regarding conceptual, methodological and managerial issues regarding business analytics. Examination is introduced to assess whether participants are able to integrate what they have learned, and more importantly, generate research ideas of both academic and business significance.</li> </ul>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b					<b>Continuous Assessment*</b>	<b>100%</b>							1. Participation/Discussion	20%	✓	✓					2. Group Assignment	20%	✓	✓					3. Individual Assignment	20%	✓	✓					4. Take-home Examination	40%	✓	✓					Total	100 %						
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**Reading List and  
References**

Reading: Moore, G.A. *Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream Customers*, Harper Business, New York, 1999

Additional Readings may be announced for some classes. If so, they will be made available in hard copy in the preceding class or made available online.