Innovation, Strategy and Design Thinking
MGMT 579
Spring 2026

Warren Boeker
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Office Hours:
By appointment

Office hours: Thursday, 4:45-5:45, or at a mutually convenient time. Email me for confirmation.

Teaching Assistant: I will have light use of a teaching assistant this term. **Keehyuk Ra** will help me organize and run the class. Please feel free to reach out if he can assist you with your learning experience in the course.

"Innovation distinguishes between a leader and a follower."
Steve Jobs
"Innovation is the single most important activity of an ongoing business.
All progress occurs through innovation."
Peter Drucker
"We owe every step of progress, intellectual as well as moral,
to the daring of innovators."
John Stuart Mill

Course Overview:

Technological innovation drives modern economies and industries. This course equips students with conceptual and analytical frameworks for managing technology-intensive businesses. Emphasis is placed on understanding how innovation interacts with competition, market evolution, and organizational capabilities, and on developing strategies that enable firms to lead in dynamic, technology-driven environments.

Course Learning Objectives:
In this course will help you understand:
- Evaluate how firms choose among multiple innovation opportunities.

- Identify best practices in new product development to enhance success rates.

- Assess the trade-offs between patent protection and open dissemination strategies.

- Formulate collaboration strategies and understand when to partner versus innovate independently.

Faculty Bio:

I have taught at the University of Washington's Foster School of Business for over 20 years, where I am the Douglas Olesen/Battelle Chaired Professor of Management and past Chair of the Department of Management and Organization.

Before coming to Foster, I taught strategic management and entrepreneurship for ten years at Columbia University and global strategy development at London Business School for two years. I received my PhD from the University of California, Berkeley and am a former chemical engineer.

Course Structure and Format

Teaching Approach:

The course will be structured around the practical application of lead-edge theories focused on how innovation and technology should be managed. This requires you to apply concepts to case examples and to make practical suggestions for the actions a manager of an organization should take in a case situation. I like to keep the class environment interactive and participative.

Textbook

Schilling, M., *Strategic Management of Technological Innovation*, **(5th, 6th, or 7th edition)*** New York: McGraw-Hill Publishers

* Note: You may purchase/rent any of these editions (5th-7th). They are quite similar, and I can point out the areas where they are different. Please buy/rent online with the option that best fits your interests and budget.

Many cases I have written from previous experience advising firms. A small number of readings and cases will be purchased through HBS publishing (~$15.00).

Link to purchase cases:

Organization:

This course is organized by modules, which correspond to class meetings during the Quarter.

Module	Topic:	Class Date:
1	Innovation roadmap, internal ventures, technological life cycles, stage gates	
2	Network externalities, ecosystems, design thinking, collaboration	
3	Innovation adoption, designing innovative organizations, implementing innovation	
4	Network diversity, intellectual property, guest.	
5	Innovation assessment, varieties of innovation, accelerators, platforms, review	

Graded Material Overview

Activity:	Value
Individual case analysis (Alcatel-Lucent)	40%
Case Exam	40%
Participation and individual contribution	20%

Each activity and assignment will be graded on a 4.0-point scale, with weights as indicated above.

Individual Case analysis (Session 4) – Intrapreneurship at Alcatel-Lucent (40%)

Answer the questions below for the Alcatel-Lucent case. Post a copy to Canvas before the beginning of class.

This assignment should represent your own, independent work. Do not consult with anyone else regarding this assignment. Your individual analysis report should be no longer than roughly 1500 words.

For all case analyses use only the information in the case. Place charts, tables, figures, etc. in the Appendix. They do not count as part of the page total.

Case questions:

1. We have discussed various organizational design elements for innovation in the course. Utilizing the materials discussed in class, particularly around designing innovative organizations, how would you design a successful intrapreneurial bootcamp for Alcatel-Lucent?
2. Describe how each element you identify might be used in the bootcamp and why it would be important for innovation. List the four most important elements or practices you would want to introduce **in order of priority.**
3. What would be important to ensure that the approach you describe would be implemented successfully? What things would you do to overcome the failure of the earlier effort?

Case Exam (40% of grade)
The final exam consists of a case or short case scenarios with questions that apply the materials covered in class to relevant, real-world situations.

The case and case questions will be Available on Canvas on **June 5th** at noon. The exam is due at **<u>5:00 pm one week later, June 12th.</u>**

The exam is an individual effort (no collaboration). Further details will be provided as we approach the date of the exam.

Class Participation (20% of grade)
The class should be a common learning experience. I want you all to take ownership and initiative for the success of the class.

You are expected to be thoroughly familiar with the assigned readings and cases before coming to class and have formulated your own answers to the syllabus questions.

Come to every class well prepared, with strong opinions but with an open mind. You should spend significant time and effort thinking about and **<u>answering each syllabus question before class.</u>**
I will call on individuals throughout the session to help broaden participation, to encourage listening, sharing, and synthesizing, and to draw upon individuals who can potentially contribute to the discussion and to our collective understanding. If you are not prepared, please notify me before class, and we will both avoid embarrassment.

The case studies we cover in class describe strategic issues at a specific point in time. Case analyses and discussions should be based solely on the information provided in the case.

Conduct in Class

You are professionals; treat your classmates and me as respected, valued colleagues. Consequently, punctuality and regular attendance are important responsibilities.

Honor Code

I expect you to adhere to the Foster Honor code. As a student in this class, you acknowledge that you are a member of a learning community in the Foster School of Business that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards.

Device Policy

Research demonstrates that multitasking online or using devices for unrelated tasks detracts from learning and can disrupt class. Out of respect for your peers and the learning environment, please avoid browsing, texting, or other device usage during class unless directly related to the class session. We want you to be fully present and engaged.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

Religious Accommodations:

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation is available at https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy.

Class Attendance

Student participation in the classroom plays a key role in the learning experience. Because this course meets 5 times I expect you to attend all sessions and be punctual.

Course Calendar

MTG:	TOPIC:	DATES:	ACTIVITIES:
1	• Course introduction and overview • Innovation roadmap • Technology cycles and hype cycles • Internal ventures • Stage gates		**Read**: **Schilling:** Read Chapter 3. Also read pp. 268-270, "Stage gate processes." Optional: Skim Chapters 1 & 2 of Schilling.
			Case: Telecam (A) Case questions (Be prepared to discuss during class): 1. Has it been important for British Northern Communication (BNC) to innovate in order to be successful? Does Don Rice (BNC's president) care about innovation? 2. Overall, do you like the Internal Ventures approach? What are its advantages? 3. What are potential problems or disadvantages of the Internal Ventures approach? What might go wrong in the future?
2	• Network externalities • Ecosystems • Design thinking • Collaboration		**Read**: "Why Design Thinking Works," Harvard Business Review, September 2018. **View:** "The design thinking process"
			Case: Dynosys Case questions: 1. How had product development happened historically at Dynosys? Why and how did that change? 2. What are the key problems they are facing at the end of the case? Which are the most critical? 3. What do you suggest they do?
			Case: Xenomouse Case questions: 1. What are the pros and cons of Abgenix's collaborating with a partner on ABX?

			2. If Abgenix chooses collaboration, would it be better off licensing ABX to the pharma company or forming a joint venture with the biotech company? What are the key considerations here?
3	• Innovation adoption and low-end innovation • Designing innovative organizations • Implementation of innovation		**Read**: Schilling Chapter 12 **Case: Internal Innovation at Winston Consulting** Case questions: 1. In what ways is cross selling an innovation for Winston? 2. Is cross selling a good idea for Winston? 3. Why are Kirby and Winter having problems implementing cross-selling? 4. What would you do differently? What sort of changes would you make? 5. How would you introduce and implement these changes?
4	• Network diversity • Intellectual property • Guest: Michael Fors		**Read**: Schilling Chapter 9 **View** Steven Johnson video: "Where do good ideas come from?"
			Case: Individual case analysis (40%) **Intrapreneurship at Alcatel-Lucent** **Individual case assignment: See instructions in the syllabus. Post to Canvas before the beginning of class.** Case questions: 1. We have discussed various organizational design elements for innovation in the course. Utilizing the materials discussed in class, particularly around designing innovative organizations, how would you design a successful intrapreneurial bootcamp for Alcatel-Lucent? 2. Describe how each element you identify might be used in the bootcamp and why it would be important for innovation. List the four most important elements or practices you would want to introduce **in order of priority.** 3. What would be important to ensure that the approach you describe would be implemented successfully? What things would you do to overcome the failure of the earlier effort?

5	• Innovation assessment • Varieties of innovation • Accelerators • Platform businesses • Review		**Read**: Schilling Chapter 4
			Case: Hunter Labs Case questions: 1. Thinking about the overall structure of Hunter as a company, which of the four different product development team structures that Schilling discusses do you think is most appropriate for the overall company? 2. Assume that Lewin is successful in organizing the company around the four product areas. How should each individual product area be organized? 3. What changes would you make to the metrics and incentives? How should these vary by product group?
	Final Exam	6/5 to 6/12	Available on Canvas on **June 5th** at noon. It is due at __one week later, on June 12th at 5:00 pm.__