

## Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	INNOVATION MANAGEMENT	Instructor	TU, MIN-FEN
Course Class	TLQXM1A MASTER'S PROGRAM IN BUSINESS AND MANAGEMENT (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 3 Credits</li> </ul>
D e p a r t m e n t a l   A i m   o f   E d u c a t i o n			
<p>I . Develop a business and management perspective for students.</p> <p>II . Train the professionals in the integrated fields of business and management.</p> <p>III . Cultivate the talents with both theory and practices in business and management.</p>			
D e p a r t m e n t a l   c o r e   c o m p e t e n c e s			
<p>A . Provide the basic knowledge of both theory and practices.</p> <p>B . Enhance the practical training for the current trends.</p> <p>C . Cultivate the ethics in business and management.</p> <p>D . Obtain the ability of analyzing industrial and business problems.</p>			
Course Introduction	<p>This course serves as an introduction to innovation management. Topics include sources of innovation, types and patterns of innovation, standard battles. Then two field sites are chosen as carriers for helping the students catalyze innovation practices. According to the empirical visiting, various interactive formats will be conducted in the classes. Finally, students have to choose one innovation type as their research topics to further exploration in the final term project.</p>		

### The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Understand the theoretical background and framework	C3	AB
2	Increase the practical capabilities	P4	BCD

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Understand the theoretical background and framework	Lecture, Discussion, Visit	Report, Participation
2	Increase the practical capabilities	Discussion, Visit, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	106/02/13 ~ 106/02/19	Introduction	
2	106/02/20 ~ 106/02/26	Course Orientation	
3	106/02/27 ~ 106/03/05	Innovator' s DNA	
4	106/03/06 ~ 106/03/12	Sources of Innovation	
5	106/03/13 ~ 106/03/19	Sources of Innovation	
6	106/03/20 ~ 106/03/26	Types of Innovation	
7	106/03/27 ~ 106/04/02	Types of Innovation	
8	106/04/03 ~ 106/04/09	教學行政觀摩日	
9	106/04/10 ~ 106/04/16	Mid-term Individual Reports	
10	106/04/17 ~ 106/04/23	Briefing of Site Visit and Term Project	
11	106/04/24 ~ 106/04/30	Site Visits: Taiwan Excellence Pavilion & 2017 Future Commerce	
12	106/05/01 ~ 106/05/07	Commerce Review and Experience Sharing	

13	106/05/08 ~ 106/05/14	Literature Review	
14	106/05/15 ~ 106/05/21	Literature Review	
15	106/05/22 ~ 106/05/28	Literature Review	
16	106/05/29 ~ 106/06/04	Literature Review	
17	106/06/05 ~ 106/06/11	Term Project Presentation	
18	106/06/12 ~ 106/06/18	Submission of Final Term Project	
Requirement	<p>1.All teaching materials placed in the Tamkang teaching platform. Please check the related materials before each class.</p> <p>2.Lecture schedule is arranged by this syllabus, but it will be adjusted by actual progress.</p> <p>3.In addition, depending on the theme, teacher will lead case discussion and let students hand the written notes over. Discussion will be included in the class participation score of 20%.</p> <p>4.Term project is a practical form, which students can understand the industrial practice related to innovation management. Thus each group must choose a research topic (technological innovation vs. business model innovation).</p> <p>5.This course needs your highly participation. Teacher will check students' attendance irregularly. Roll call grading follows Tamkang policy. Subtract one point if you have a leave request form. Subtract two points if you are absence without any reason.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)			
Reference(s)	<p>Schilling, M. A. 2010. Strategic Management of Technological Innovation (3rd). New York: McGraw Hill.</p> <p>Other materials are assigned in the introduction of this course.</p>		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 %    ◆ Mark of Usual : 30.0 %    ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other ( ) : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>		