



ENTP 6375 - Fall 2026
Technology Strategies & New Product Development
Syllabus Version Date: August 19, 2026

Instructor

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Course Code

This class is cross-listed with SYSM 6332, MIS 6375, OPRE 6394, and MKT 6375.

Class Schedule for Fall 2026

Section 001: Tuesday, 4 - 6:45pm, Room: Jindal School of Management, 2.902

Office Hours

11am-12pm on Tuesdays in JSOM 4.222

Students are welcome to visit office hours *without an appointment* to discuss course details (e.g., logistics, material, assignments, exams). If the above time does not work for you, or if you have something specific to discuss, **please email me to schedule an appointment.**

Course Description

This course addresses the strategic and organizational issues confronted by firms in technology-intensive environments. The course reflects six broad themes: (1) managing firms in technology-intensive industries; (2) forecasting key industry and technology trends; (3) linking technology and business strategies; (4) using technology as a source of competitive advantage; (5) organizing firms to achieve these goals; and (6) implementing new technologies in organizations. Students analyze actual situations in organizations and summarize their findings and recommendations in an in-depth term project. Overall, students will gain a comprehensive understanding of how successful firms conceive, nurture, and execute innovation. They will acquire insights into the latest industry and technology trends, enabling them to align technology initiatives with overall business strategies. Additionally, the course equips students with decision-making skills essential for tackling the challenges during technology and new product development.

Course Objectives

Upon completion of this course and its comprising assignments and discussions, students will have achieved multiple objectives. First, they will understand processes that underpin “technological change” and the implications of technological change across various strata: the macroeconomic context, industry dynamics, and the firm. Second, students will develop the acumen necessary to navigate the roles of firm managers or entrepreneurial founders and make important strategic decisions. In particular, they will recognize how to

facilitate innovation and superior product development within firms. Finally, the course will equip students with tools and frameworks that they can apply to evaluate the ever-changing technological landscape.

The Case Method

This course is intended to help equip students with the insights, tools, and mindset needed to develop, critically evaluate, and execute new product development. As such, it **relies heavily on case-based learning**. Before each case-based class, you should thoroughly read and prepare the case and its supplements (if applicable). Preparation includes: (1) being well-versed in the general facts of the case (e.g., the firm, the key actors, and so on); (2) identifying the central decision to be made by the actors; (3) how frameworks and concepts discussed in the course can help make that central decision; and (4) identifying preliminary responses to the discussion questions provided. As such, students should be prepared at any point of time in class to provide their opinions and any supporting evidence. Please note that the cases do not necessarily illustrate effective or ethical business practices or managers. It is important to deeply consider the decisions made and provide a constructive evaluation or critique. The purposes of the cases are to provide a practice environment that can mirror future professional contexts.

Required Course Materials

All students must purchase the coursepack, which contains the mandatory case studies for the class. The coursepack is available for purchase from <https://hbsp.harvard.edu/import/1429650>.

Course Evaluation

Course grades will be based on the following four components:

1. *Class Participation (35%)*

Active engagement in the course plays an integral role in the learning process for you and your peers, and can be achieved through participation in class and in your assignment groups. Class participation will be evaluated as a function of the following:

- Contribution to class and case discussions: A critical component of the course experience will be rigorous and spirited discussion. I expect all students to be well prepared for each class, having studied the required pre-class material and analyzed assigned cases. Students who make consistent, meaningful contributions to class discussions will receive better class participation grades. The quality of comments is evaluated based on the clarity and coherence of arguments, application of theoretical frameworks, and the ability to support claims with quantitative or qualitative evidence from the course materials (e.g., slides, cases, readings). Finally, engagement by colleagues during student group presentations is also acknowledged.
- Lecture & Case Participation: Participation is evaluated separately for both the pre-case lecture and during the case discussion, with greater weightage given to case participation. Consistent and high-quality contributions to both components are required throughout the semester in order to receive full participation points. Participating only during the pre-case lecture but not during the case discussion will not earn full participation points. Sporadic contributions, contributions regurgitating case facts rather than opinions, or contributions without evidence will *not* merit full participation points.
- Name Tents: I will provide you with name tents (i.e., a prominent sign to write you full name on) on the first day of class. Please bring these name tents to every subsequent session. This is critical for making sure you accurately receive your participation points.
- Nomination of peers for high-quality contributions: To foster a supportive learning environment, I encourage you to nominate peers who initiated good questions or comments

during class and breakout sessions. Please nominate your peers at this [link](#). These nominations are optional and you can submit them as many times as you would like. As submitting this is optional, no participation points will be deducted for not submitting nominations but bonus points will be awarded to both students who fill them out and students who receive nominations.

- Regular attendance to class: Though not individually graded, attendance is your obligation and you are responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits you to be absent from any class meetings except for excused absences for authorized University activities or Religious Holy Days. Regular absence from class will severely impact your class participation score. Two unexcused absences per semester are allowed for which no points will be deducted. For these absences, you do not need to inform me.
- Late attendance to class: Arriving to class past the start time will be marked as late. Excessive late attendance to class will result in a reduction of participation points.

2. *Group Project (35%):*

In this group assignment (4-6 students), you will design a comprehensive product launch strategy for a new product in an industry of professional interest, combining strategic analysis with hands-on product prototyping using Base44, a no-code AI development platform provided to each group. Your objectives include evaluating industry structure and competitive dynamics, conceptualizing an innovative product, developing a complete launch strategy addressing key strategic decisions (disruption potential, entry timing, collaboration, IP, go-to-market), and critically assessing implementation challenges while creating a functional minimum viable product (MVP) using Base44 that validates your approach. You will submit four deliverables: a 3-page project proposal outlining your industry focus and preliminary strategy, a 12-slide professional presentation with live demonstration, a 7-page strategic analysis report incorporating insights from prototype development, and a functional Base44 MVP that demonstrates core features, user experience flow, professional design, and alignment with the product's go-to-market strategy. The assignment is worth 40% of your course grade, broken down as follows: material in slides and report (20%), functional MVP built with Base44 (10%), presentation delivery and formatting quality (3%), and project proposal (2%). At the end of the semester, you will submit peer evaluations for your group project. These will have an impact on your individual group project score. More details will be provided in class.

3. *In-Class Quizzes (20%)*

At some point during almost every class (except Sessions 1, 2, 12, and 13), we will have a short in-class quiz using Respondus Lockdown Browser. Students must be physically present in class to complete the quiz. Content covered by the quiz can include: concepts and frameworks taught till that class, assigned conceptual readings for that class, and aspects of the case for that class. Students are allowed to drop two out the nine total quizzes — i.e., that is, I will only use your best seven quiz scores in calculating your grade.

4. *Final Exam (10%)*

Details of the final exam will be discussed in class, but will take place virtually.

Final Course Grades

Final grades will be assigned based on the following scale: 93-100% (A), 90-92.99 (A-), 87-89.99 (B+), 83-86.99 (B), 80-82.99 (B-), 77-79.99 (C+), 73-76.99 (C), 70-72.99 (C-), and so forth. I reserve the right to make changes to this distribution based on overall class performance at the end of the semester. No exceptions or rounding up of grades will be provided.

Other Class Policies

1. ***Exam Rescheduling Policy.***

No alternative dates will be provided for an exam unless a student is scheduled to take more than one exam at the same time, or where the student is scheduled for more than three (3) examinations in the same day, or there is a conflict with a Religious Holy Day.

2. ***The Use of Generative AI Tools in the Classroom.***

On some assignments, students may use generative AI platforms (e.g., ChatGPT, Claude, or similar). When appropriate, they can be used to: brainstorm ideas, explore possible responses to questions, revise and edit your written work, fix citations, and so forth. When the use of generative AI is not permitted in an assignment, I will let you know. When in doubt about any of the above details, please reach out to me. It is important to note that generative AI may occasionally generate incorrect or misleading information, or produce offensive or biased content. As such, do not rely on them without doing your own independent research. You will be responsible (and graded accordingly) for any material that is AI-generated that you include in your submissions. For additional details, please refer to UT-Dallas' official policy on Generative AI Use in Academic Work (<https://policy.utdallas.edu/utdsp5017>).

3. ***The Use of Smart Devices in the Classroom.***

Electronic devices can disrupt learning for everyone in the classroom, particularly in a discussion-based course where full engagement matters. For this reason, no devices (including phones, laptops, or tablets) are allowed in the classroom, except during in-class quizzes, Base44 development activities, and personal emergencies as defined next. A device may be used briefly for a personal emergency, such as a health, family, or childcare situation. Where possible, please notify the instructor before class if you expect to need this. Students with an approved accommodation through the AccessAbility Resource Center (ARC) that requires device use, such as for note-taking, should contact the instructor directly to arrange this. Since laptops and tablets will not be permitted for referring to the case, students should expect to bring a printed copy of the case with their own notes or annotations; other printed notes are welcome as well. Slides will be posted to Canvas within 24 hours of class. If a device is used outside of these exceptions, the student will first receive a reminder. Repeated instances will result in a large reductions of participation points.

4. ***University Course Policies.***

Information contained in the following link constitutes additional University's policies and procedures. Please go to UT Dallas Syllabus Policies webpage for these policies (<https://go.utdallas.edu/syllabus-policies>).

5. ***Honor Code.***

As members of the UT Dallas community, all students are expected to uphold the Comet Creed: “*As a Comet, I pledge honesty, integrity, and service in all that I do.*” Severe implications will exist for plagiarism in any capacity, unethical academic behavior, or violations of UT Dallas' official [student code of conduct](#). In the event of a violation of the honor code, I will follow UT Dallas' official reporting process for investigation.

6. ***Accommodations for Students with Disabilities.***

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the AccessAbility Resource Center (ARC), located in the Administration Building, Suite 2.224. Their phone number is 972-883-2098, email: studentaccess@utdallas.edu and the website is <https://accessability.utdallas.edu/>. To receive academic accommodations for this class, please register and request services by completing the Request for Services form with the proper documentation and meet with the Director of ARC at the beginning of the semester.

7. *Syllabus.*

I reserve the right to make any changes to the syllabus, including readings, projects due dates, test dates, and course policies. These changes will be announced as early as possible.

Course Schedule & Weekly Task List

Session	Date	Topic	Task List
Module 1: Understanding Technological Change			
1	8/25	Introduction	1. Read: Syllabus 2. Read: Group Project Instructions 3. Read: Ordinary Abundance (Jordan Dworkin, 2026) — <i>optional, but highly recommended!</i>
2	9/1	Sources, Types, and Patterns of Innovation	1. Read article: How Do People Get New Ideas? by Isaac Asimov in MIT Technology Review (1959) 2. Read article: Innovation is not linear by Jason Crawford (2020) 3. Read article: Spurring Innovation Through Competitions by Alan MacCormack, Fiona Murray, and Erika Wagner in Sloan Management Review (2013) — <i>optional</i>
3	9/8	Disruptive Innovation	1. Submit Group Project Teams 2. Read article: The Disruption Dilemma by Joshua Gans (2016) 3. Read article: What is going wrong for Intel? (The Economist, 2024) & Intel's Stock Has Soared, but It Needs an Engineering Comeback (WSJ, 2026) 4. Read case: Kodak and the Digital Revolution 5. Read article: What is Disruptive Innovation? by Clayton Christensen, Michael Raynor, & Rory McDonald in Harvard Business Review (2015) — <i>optional</i>
Module 2: Technology Strategy			
4	9/15	Platform-based Products	1. Read article: Pipelines, Platforms, and the New Rules of Strategy by Marshall W. Van Alstyne, Geoffrey G. Parker, and Sangeet Paul Choudary in Harvard Business Review (2016) 2. Read case: Huawei and the App Gallery: Betting on a Third Global Standard in Mobile Phones 3. Watch: What comes after smartphones, with Evan Spiegel of Snap (A Cheeky Pint, 2026) — <i>optional</i>
5	9/22	Timing of Entry	1. Read article: The Second-Mover Advantage (Kellogg Insight, 2013) 2. Read case: The Video-Streaming Wars in 2019: Can Disney Catch Netflix?

Session	Date	Topic	Task List
6	9/29	Product Development in the Age of Artificial Intelligence	1. Submit Group Project Proposals 2. Read case: Duolingo: On a “Streak” 3. Watch: The \$10 Trillion AI Revolution: Why It's Bigger Than the Industrial Revolution (Sequoia, 2025) 4. Watch: AI Eats the World by Benedict Evans (2025) - <i>optional</i>
7	10/6	Choosing Innovation Projects	Session Guest Speaker: Eric Rader (Manager, Autonomous Vehicle Development Operations at Aurora Innovation) 1. Read article: Choosing your North Star Metric by Lenny Rachitsky (2021) 2. Read case: Guidant Radiation Therapy 3. Watch: Choosing Projects by Melissa Schilling (2020)
	10/13	Break (No In-Person Class)	
8	10/20	Protecting Innovation	1. Watch: IP Protection by Melissa Schilling (2021) 2. Read case: Hollywood in India: Protecting Intellectual Property
9	10/27	Organizing for Innovation	1. Read article: An Inside Look at a Flat Organization That Serves Millions in First Round Review (2024) 2. Read case: Barca Innovation Hub: Getting the Ball Rolling on Innovation
10	11/3	Collaboration Strategies	Session Guest Speakers: Andrew Coppin (Founder & CEO) and Brian Zamaitis (Collaborations Lead) at Ranchbot 1. Read article: Finding the Right Path by Laurence Capron & Will Mitchell (2010) 2. Read case: OpenAI and Microsoft (A): Partnership or Alliance? 3. Listen: The Complete History & Strategy of LVMH (Moët Hennessy Louis Vuitton) on the Acquired podcast (2023) — <i>optional</i>
11	11/10	Crafting a Go-To-Market Strategy	1. Read article: All Revenue is Not Created Equal: The Keys to the 10X Revenue Club by Bill Gurley (2011) 2. Read case: Drinkworks: Home Bar by Keurig

Session	Date	Topic	Task List
12	11/17	Group Project Development & Presentation Training	
	11/24	Fall/Thanksgiving Break (No In-Person Class)	
13	12/1	Final Group Presentations & Class Wrap-Up	1. Submit all group project final deliverables (report, slides, and product prototype)
	12/8	Final Exam (No In-Person class)	

Description of Selected Cases

1. *Kodak and the Digital Revolution*

The introduction of digital imaging in the late 1980s had a disruptive effect on Kodak's traditional business model. Examines Kodak's strategic efforts and challenges as the photography industry evolves. After discussing Kodak's history and its past strategic moves in the new landscape, the case 'Kodak and the Digital Revolution' questions how CEO Daniel Carp can use digital imaging to revitalize Kodak.

2. *Huawei and the App Gallery: Betting on a Third Global Standard in Mobile Phones*

The case presents the challenges that Huawei was facing in the mobile phone business at the beginning of 2021. In the spring of 2020, a US ban was imposed on the company to prevent it from equipping its smartphones with Google Mobile Services and Google Play, de facto pushing Huawei out of the dominant mobile phone ecosystem. The main issues to be discussed are what Huawei should do to overcome the negative effect of the ban, if the company has a reasonable chance of imposing its proprietary App Gallery system as a viable alternative to Android/Google and Apple/iOS and, finally, what more specific actions should be undertaken. This ban made it illegal for US firms, as well as for firms that used US technology, to trade with Huawei. One of the most impactful consequences of the ban was to prevent Huawei from using any of the Google application management services, notably the Google Play application access system. Before the ban came into effect, the firm from Shenzhen was one of the top three mobile phone producers in the world - along with Apple and Samsung - and, for Huawei, there was a lot riding on the success or failure of the P40 equipped with the App Gallery. Would users be willing to change their habits and access their favorite apps through a new and unfamiliar system? Would most popular applications become available through the App Gallery? Would the App Gallery emerge as a viable third standard, alongside Google Play and Apple's proprietary App Store, in smartphones? And if the App Gallery ended up not being as successful as expected, what other options were open to Huawei? Preliminary data on 2020 sales indicated that the outcome of this battle was still undecided.

3. *The Video-Streaming Wars in 2019: Can Disney Catch Netflix?*

Bob Iger, chief executive officer of entertainment conglomerate Disney, thrilled investors with details about Disney's upcoming foray into video streaming in April 2019. Disney's move was only the latest in a series of actions taken by new and established entertainment companies in a fight for dominance in the video-streaming-subscription space. Netflix, led by chief executive officer Reed Hastings, had established an early foothold in that market after entering in early 2007, amassing 140 million subscribers worldwide by early 2019 and spending \$10 billion on content annually. Now,

Disney was joining the fray with its signature service, Disney+, after first collaborating with other broadcasters in establishing Hulu, later buying up a majority stake in that service, and launching sports-content subscription service ESPN+. The battle for what many industry observers regarded as the future of the television business was truly on. Had Iger and his team of executives found the right formula to unseat Netflix as the leader in video streaming? Was there room for both players in the marketplace? Or would Hastings and his team at Netflix need to respond in some way to the looming threat posed by Disney?

4. *Duolingo: On a “Streak”*

In December 2024, Severin Hacker, Co-Founder and Chief Technology Officer of Duolingo, reflected on the remarkable evolution of the language-learning app he helped launch in 2011. As the #1 most downloaded education app in the world, Duolingo had over 100 million monthly active users, 8 million paid subscribers, and a market cap approaching \$15 billion in late 2024. The company's success stemmed from its gamified approach to learning, its use of adaptive AI technology, and its alignment of incentives: maintaining a streak on the app not only helped users master a language but also drove subscription growth and reduced costs for Duolingo. To date, Duolingo had focused almost exclusively on language learning with an estimated market size of \$17 billion in 2020. As a technology-first company, Duolingo recognized the enormous potential of Gen AI to power innovative products, such as conversational language practice. However, Hacker envisioned an even broader future in which AI could transform the app into a comprehensive AI-powered educational ecosystem that covered many subjects beyond language, allowing the company to tap into the \$56 billion ed-tech market. The company had recently started to explore this direction by adding new subjects, such as math and music. This product line diversification raised several strategic questions: Did Duolingo have the brand license to extend into adjacent subjects? Which areas were the best fit for the app's growth, and how quickly should they roll out? And what were the long-term benefits and risks to new subjects within the flagship app?

5. *Guidant: Radiation Therapy*

Describes a potential new approach to treating cardiac disease—radiation therapy. Guidant, a leading medical device maker, faces a choice about whether to pursue this new and risky technology and, if so with what strategy.

6. *OpenAI and Microsoft (A): Partnership or Alliance?*

Leading artificial intelligence company OpenAI and tech giant Microsoft had forged a highly lucrative and mutually beneficial partnership: Microsoft supplied capital and computing power, while OpenAI produced cutting-edge research and applications such as ChatGPT that revolutionized the public's perception and use of AI. As OpenAI grew, however, its executives saw limitations to its unique structure in which a nonprofit organization controlled a “capped profit” business. To restructure - and recapitalize - OpenAI needed Microsoft's cooperation, but Microsoft's team had their own ideas about what the new OpenAI should look like. As government regulators and former investor Elon Musk threatened legal action, OpenAI and Microsoft tried to agree on an ownership structure that worked for all stakeholders.

7. *Hollywood in India: Protecting Intellectual Property*

In January 2010, Fox Star Studios is preparing to release the Bollywood film *My Name is Khan* in Indian and international markets. What strategies should the company adopt to protect their intellectual property? How much should the company invest in anti-piracy initiatives? Should releases be restricted only to more secure digital screens? Should the company be concerned about the frequent comparisons of the movie with *Forrest Gump*, in light of several recent cases of Hollywood studios suing Bollywood producers for plagiarism?

8. *Barca Innovation Hub: Getting the Ball Rolling on Innovation*

This case study follows the Spanish football club, FC Barcelona, as it starts to innovate and create an organizational structure for open innovation. At the beginning of the case study, FC Barcelona has an outstanding track record of on-field performance and a set of knowledge management and research activities that support that performance. However, there was no real innovation activity. In 2015, not only the aspirations of the new management but also the exponential pace of technology and the raised pressure to win on the field pushed FC Barcelona to 'up its game' and move from research and knowledge management to collaborative innovation projects. In 2020, when the case study was developed, FC Barcelona has been busy executing its vision to become the 'Silicon Valley of sports', supported by its innovation unit called Barca Innovation Hub or Bihub, for short.

9. *Drinkworks: Home Bar by Keurig*

In the summer of 2018, Drinkworks CEO Nathaniel Davis needed to make a number of go-to-market decisions ahead of his company's upcoming product launch. Formed through a joint venture between Keurig Dr. Pepper and Anheuser-Busch InBev, Drinkworks had developed an innovative home bar system that let consumers make single-serving cocktails or beer with the push of a button. Keurig and AB InBev provided valuable technological, supply chain, and regulatory expertise, but since the Drinkworks Home Bar was a novel product, there were no established market benchmarks for the Drinkworks team to follow as they prepared for the Home Bar's upcoming market launch. After conducting several market research experiments, they needed to interpret the results and make several decisions around customer segmentation, value proposition, product assortment, pricing, and distribution channels. Could Drinkworks be the next billion-dollar opportunity for Keurig and AB InBev?