

Developments In Business Simulation & Experiential Exercises, Volume 17, 1990

TEACHING THE MANAGEMENT OF TECHNOLOGY

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ABSTRACT

Management of Technology Courses will be offered at more schools in the 1990s but there is no widely accepted definition of what the course should include nor how it should be taught. This panel will discuss experiences with developing course content, teaching the course, and developing a simulation for management of technology.

PANEL DISCUSSION TOPICS

The panel will discuss each of these three areas.

Course Content

Exactly what is 'management of technology!'

What is the scope of the course?

Is there a common core of knowledge that should be taught? If so, what is included?

Teaching Process

There are no textbooks for the course and not likely to be any soon because of the small market. There are casebooks, tradebooks, and readings books but they vary widely in their content.

How much time should students devote to learning the details of specific technologies. It is impossible to teach the course if students and instructor do not understand the technologies involved. This question is especially important if the case method is used.

What is the proper role for the various teaching methods? Lectures have the tendency to become 'war stories' because each technology is different and there is no accepted common body of knowledge. Cases are effective but best if applied with concepts understanding the analysis. They also require understanding of the technology in the case. Seminar discussions are effective if the students can bring in their own experience and knowledge.

Experiential learning is ripe for exploitation. ABSEL should make a contribution here.

Simulation Development

What is the current status of simulation development?

Can we find a framework for modeling technology management?

- Product and process innovation
- Demand functions
- Technology risk vis-a-vis innovation levels
- New product introduction and market research
- Changes in the production function.