

## COURSE SYLLABUS

### MOR 554: LEADING INNOVATION & CHANGE

#### MOR 554: LEADING INNOVATION & CHANGE

PROFESSOR MICHAEL MISCHE

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**Date:** May 16, 2018 (Updated 5/16)

**Section:** 16700

**Semester:** Summer 2018

**Class Meets:** Wednesday Evenings

**Class Dates:** First Class: 05/23/18  
Last Class: 08/01/18  
Class Time: 6-10:00 PM

**Class Room:** JKP 112

**Final Exam:** 08/01/18; 6:30 to 9:30 PM  
(Wednesday Evening)

**Professor:** MICHAEL A. MISCHE  
**Office:** HOH 415 also JKP /JFF  
Courtyard

**Office Phone:** 213.740.7540  
**Facs:** 213.740.3582

**Office Hours:** *As Posted on Black Board and:*

- Wednesday & Thursday  
2:00 to 5:45 PM
- By appointment & after class.
- Please feel free to email or text me at any time with any questions, ideas, comments or needs (Texting is better).

**Email:** mische@marshall.usc.edu

**Mobile:** Provided in the class

**Course Reader:** Yes; Required.

**Team Project:** Yes; Required.

**Professor URL:**  
<https://www.marshall.usc.edu/personnel/michael-mische>.

## 1.0 COURSE DESCRIPTION & PROFESSOR INTRODUCTION

### 1.1 Course Description

The late Peter Drucker once said that innovation is perhaps the most essential and perhaps, the most fragile, competency that a company can have. How true! Firms, governments and societies that fail to innovate, invariably and inevitably, *fail*. Innovation is a great driver of change and transformation and as such, it must be a core competency of any great organization, government or society and endemic to the culture of the organization and its leadership.

Apple, Intel, Cisco, Tesla, Boeing, Amazon, GE occupy different industries and present very different value propositions to their markets, investors, and customers. Yet these companies all share two characteristics: (1) the ability to *innovate*, and (2) the ability to *change*.

MOR 554 is a course about how firms go about the process of *leading* for creating, managing, and implementing innovation in organizations. In this course, we take a broad, C-suite perspective of innovation and how to best organize, implement, and operationalize innovation for optimal strategic and monetary value. As this is a “landscape” approach to leading innovation, we discuss a spectrum of innovation and R&D concepts, and issues in the context of the boardroom, what it means to innovate and factors of success and failure.

In MOR 554, we ask and address some of the seminal management and investor questions related to innovation, such as:

- (1) What is innovation?
- (2) How is innovation best created and achieved in a company?
- (3) Under what conditions should innovation be attempted?
- (4) Why do so many innovation projects fail?
- (5) How do co-opetition and collaboration affect innovation?
- (6) What are the sources of innovation?
- (7) How do emergent, incremental, continuous, disruptive, and destructive innovation differ?
- (8) How is innovation best measured?
- (9) What types of organizational structures are best aligned/supportive of/with high-performance innovation?
- (10) What is the role of an innovation incubator?
- (11) How do innovation accelerators work?
- (12) How do “open” and “closed” innovation differ and under what conditions should each be used?

**MOR 554:  
LEADING INNOVATION &  
CHANGE  
PROFESSOR MICHAEL MISCHE  
KEY TOPICS & SUBJECTS**

- *Definition of innovation*
- *Emergent, incremental, continuous innovation*
- *Disruptive vs. discontinuous vs. displacement innovation*
- *Sources of innovation*
- *Creating innovation*
- *Leading innovation Measuring innovation*
- *Understanding the social and ethical consequences of innovation*
- *Using innovation to achieve organizational change*
- *Cultural impediments to innovation*
- *Innovation Models*
- *Accelerators, labs & incubators*
- *Collaboration & innovation*
- *PDP and PDM in innovation*
- *Organizational design & innovation*
- *Social innovation for change*

## 1.1 Professor Introduction

Hello Everyone and Welcome to MOR 554! Thank you taking my class!

I'm Professor Michael Mische. I'm originally from Pennsylvania, and I have my BS and MBA from NYU's Stern School of Business in finance and economics and an MS in Federal Taxation, from Golden Gate University. I began my career as an industry analyst intern on Wall Street for non-ferrous metals, but my heart was always as a consultant and teacher. As a former consulting partner in KPMG, principal in AT Kearney, and CEO of a consulting firm, I teach MOR 554, as well as all of my classes, from a pragmatic perspective that stresses leading innovation for strategic and competitive advantage and optimal monetization. Using a *Socratic* method that incorporates a lot of story-telling and real-life examples, I teach the material necessary to function successfully as an executive responsible for innovation. My teaching style is direct, fluid, and purposeful. There is nothing more satisfying to me than to see you engaged, excited and highly successful in this class, and in your career. I am open and welcome the rigorous interrogation of facts and data, constructive and positive debate, challenging questions, lots of discussion, and collaborative learning. Specific objectives include:

- My primary professional **objective** for this class is simple: *prepare you and leave in a more competitive position with respect to this subject matter, than before you took the class...simple...are you better for the taking the class?*
- My personal **commitments** to you for this course include:
  - (1) Transferring the knowledge and skills necessary for leading innovation,
  - (2) Helping prepare you for a career in the C-suite,
  - (3) Helping position you for success as a leader,
  - (4) Ensuring, through formal and informal assessment processes, that you demonstrate the competencies, knowledge and critical thinking skills emphasized and taught in 554, and in all of my courses,
  - (5) Contributing to USC Marshall's reputation as one of best B-schools in the nation.

Specific course learning objectives are described in **Section 3.0**. The material in this course originates from and incorporates some of the best academic research and literature available, as well as my 30 plus years of management consulting experience, ELC-simulations, and a specialized project performed by students in MOR 554. As USC MOR's "practicing professor," I also have an active portfolio of current consulting clients which helps to ensure that the course design, pedagogy, materials, and subject matter are all relevant and timely.

Always feel free to reach out to me on any matters concerning the course, grades, performance, resumes, and your career. For more info about me, please check-out the USC website:

<https://www.marshall.usc.edu/personnel/michael-mische>.

## 2.0 COURSE DESIGN, CONTENT & SUBJECT MATTER

### 2.1 Course Design

Composed of four modules, MOR 554 is organized as a progressive course. That is, the course content begins with basic themes, definitions and frameworks and then evolves in application and discussion using cases, readings, critical reasoning and the application of course content to situations and circumstances that an executive would confront in managing an organization and making strategic choices and decisions. This course allows, in fact, welcomes and thrives on, lively debate and discussion related to leading innovation and the impact of innovation on society, the firm, and individuals.

The course layout for MOR 554 is composed of four modules. The modules are supported by a series of readings, cases, simulations, and lectures that are designed to help position you with the essential knowledge and skills for leading innovation in your organization. The course reader is composed of authors and literature that are some of the best in the field and provide us with terrific insights and a basis for robust class discussion.

## 2.2 Content & Subject Matter

MOR 554 is not a course on “how to be innovative or how to be creative.” MOR 554 is concentrates on the frameworks, tools, and methods necessary for leading innovation in an organization with the intent to create strategic and competitive advantage, as well as economic value. The course design and contents have been specifically developed from the “CEO perspective” to provide you, the MBA/MS candidate, with the skills necessary to manage and lead innovation and make rational and sound decisions about innovation and innovation projects in your organization. Specific course content by module includes, but is not limited to:

- **Module 1: Understanding Strategic Innovation.** In this module, we discuss the basics of innovation, issues surrounding innovation, challenges of innovating, social impact of innovation, general risks of innovation, etc. Some of the topics addressed in this module include, but are not limited to:
  - (1) Defining innovation, understanding the role of innovation,
  - (2) Understanding innovation and organizational culture, innovation and organizational performance,
  - (3) Understanding how to use innovation as strategy,
  - (4) Defining exploration vs. exploitation in innovation, and
  - (5) Defining disruptive, destructive, and displacement innovation.
  
- **Module 2: Frameworks for Creating Innovation & The Product Development Process.** In this module, we discuss the process of leading the innovation effort to create products and processes. Some of the topics addressed in this module include, but are not limited to:
  - (1) Identifying and understanding the sources of innovation,
  - (2) Defining the strategic intent and implications of transformational, episodic and transactional innovation,
  - (3) Defining and discussing a standard PDP phase gate methods vs. spontaneous methods for managing innovation and product development,
  - (4) Leading practices designed to foster creativity, open innovation vs. closed innovation,
  - (5) Understanding internal barriers to innovation and how to best address resistance, and
  - (6) Assessing the strategic and financial impact of innovation.
  
- **Module 3: Leading Innovation & Change: Case Studies in Innovation: Incubators, Accelerators & Impediments.** In this module, we examine leadership and management behaviors, dynamics and challenges related to leading innovation in a modern organization. We rigorously explore various “models” for innovation and to best implement and lead them for innovation success. Some of the topics addressed in this module include, but are not limited to:
  - (1) How to form innovation teams,
  - (2) Understanding team behavior & dynamics,
  - (3) How to manage innovation teams for high-performance results,
  - (4) How to best measure team performance,
  - (5) Discussion various tips & traps for leading innovation,
  - (6) Factors and considerations in selecting team members and managing innovation teams,

- (7) How and when to deploy incubators and accelerators,
  - (8) Implementation consideration in using incubators and accelerators,
  - (9) Understanding how and when to use DARPA, “Skunk Works,” and Accelerators for innovation,
  - (10) How to identify, assess and address organizational, legal, and cultural impediments to innovation,
  - (11) Assessing environmental factors and how they affect innovation.
- **Module 4: Social Implications of Innovation.** In this module, we discuss the social implications of innovation and how innovation influences daily lives, choices, and politics. Some of the topics addressed in this module include, but are not limited to:
- (1) Understanding how innovation and society interact,
  - (2) Examining ethical issues of innovation,
  - (3) Determining the role of social entrepreneurship and innovation
  - (4) Creating social innovation,
  - (5) Understanding disruptive innovation’s impact on society, and
  - (6) Sustainability issues in innovation.
- **ELC-Simulation.** Complementing the objectives and concepts of MOR 554 is a specialized ELC-Simulation involving the formulation of strategy and allocation of resources and capabilities to a hypothetical innovation project. In this simulation, teams of MBA/MS students compete against each other for earnings in a “winner take all” challenge. The ELC is dynamic, challenging, complex, and provides the class with a valid, referential experience in making innovation decisions and allocating limited resources to achieve strategic innovation intentions and objectives (see, Section 9.0 for more information).

The various topics and weekly schedule of readings, assignments and cases by module can be found in **Section 12.0** of this syllabus and is also published and updated on Black Board (BB).

### **3.0 LEARNING OBJECTIVES & EXPECTED OUTCOMES**

MOR 554 is oriented to the practical business matters of innovation, leading innovation and creating change and competitive advantage through innovation. This course will help you develop skills and thought processes related to leading innovation for strategic advantage and change in both business and society. At the completion of the course, you should be able to:

- (1) Demonstrate your knowledge of innovation and how innovation creates strategic and economic advantages.
- (2) Demonstrate your understanding of the various types of innovation and sources of innovation.
- (3) Articulate and advance your managerial acumen as related to the application of course concepts and results from the ELC-Simulation for innovation.
- (4) Demonstrate your expertise, knowledge and proficiency of the various tools and methods available to initiate and lead strategic innovation.
- (5) Demonstrate your critical thinking, analytical skills and hypothetical problem solving capabilities as applied to course concepts and content related to innovation and leading innovation.
- (6) Prove your understanding of the basic concepts related to managing innovation in different industries and scenarios.
- (7) Position you to better demonstrate your understanding of how to best measure innovation and allocate limited resources to innovation to generate optimal results.
- (8) Prove the knowledge to effectively access and utilize research and literature in innovation.

At the conclusion of the course, you should have a **proven** knowledge and basic managerial skill set of how to manage and lead innovation for strategic and competitive advantage in an organization and for societal change and value.

#### 4.0 COURSE COMPONENTS

MOR 554 is composed of **6 course components**. Each component is designed to support your learning experience. Collectively, the components support the particular objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 554. Specifically:

1. **Classroom Component.** This is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking, analytical skills, management *acumen* and communication talents. Come to class ready to work, participate, contribute, compete and have *fun*. Classes are similar to any business or boardroom, they are direct and facilitative and provide a forum to challenge the professor, your classmates and most importantly, yourself. *BE ENGAGED*. Lectures are important...most of what you will learn is lecture based, collaborative *and* reading, case or project related. The readings either “set the stage,” reinforce concepts, or provide a different perspective to the lectures. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.
2. **Readings & Cases Component.** The readings for this course have been carefully selected and represent a broad spectrum of ideas, concepts, research, and professional perspective. We will discuss assigned readings and or aspects of the individual projects during designated classes. The readings and discussions provide us the opportunity to learn, practice, hone our perceptions, advance our analytical abilities, and to learn directly and vicariously from others’ situations and each other. It is essential that you procure the proper course reader and do the readings.
3. **ELC, Team Participation & Contribution Component.** Teamwork in modern organizations is *essential*. Learning how to function as an effective team member and leader are prerequisites to management level positions in any firm. Your functioning and contributions to the efforts of your team are essential components of your development as a future leader of organizations. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective team member. More importantly, learning how to create, manage, and sustain collaborative teams are important management and consulting skills. Your active participation and contribution to your team project is critical to the success of your project, which is a component of your final grade. (See Section 9.0 for more info on the ELC component).
4. **Intellectual Component.** This component focuses your cognitive and decision making abilities. The intellectual component includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. As indicated, in this class we will focus on 4 dimensions of learning, knowledge transfer and skill development:
  - a. **Factual Knowledge** is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

- b. **Conceptual Knowledge** is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
  - c. **Procedural Knowledge** refers to information or knowledge that helps students to do something specific to a discipline, subject and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
  - d. **Metacognitive Knowledge** is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.
- 5. Office Hours & Support Component.** I love teaching and ‘creating’ management consultants...nothing is more rewarding than to see my students successful. I’m here to support your efforts, assist you in understanding course content, and facilitate your success in this class.
- a. My office is located in Hoffman Hall (HOH) Room 415.
  - b. I am here to help make you successful and I take that responsibility and commitment seriously:
    - i. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful.
    - ii. I’ll do my best to be responsive, communicative and facilitative and to help you succeed in this course and in securing employment or your career.
    - iii. Always feel free to text or call on my cell at any time.
  - c. I’m here (on campus) over 40 hours a week. I’ve published both my office hours and teaching schedule on BB for you...always feel free to come to one of classes.
- 6. Mentoring Component.** *Reach out to me at any time!* Come visit me during office hours or at “Coffee with Mische.” I am also readily accessible via text messaging. I **prefer texting** to emails simply due to the volume of emails that I receive. I usually respond to texts in relatively short order.

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## 5.0 REQUIRED MATERIALS

MOR 554 uses a **Harvard Course Reader**. I have selected readings and organized the Course Reader to support the concepts and key themes of MOR 554. The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester. The Course Reader is MANDATORY. I update the Course Reader each semester for new articles and readings that are more “on point” and or more appropriate for the evolving needs of the course. The Course Reader can be purchased and downloaded by pasting the link below into your browser:

**REQUIRED COURSE READER URL:**

**<https://hbsp.harvard.edu/import/533972>**

Note, if for some reason, you are having problems accessing the HBSP via the provided link, then change browsers or shut-down your current browser and then re-start it and try again using the link above...the link should work.

I will also post an occasional ad-hoc reading on BB. The intent of these ad-hoc materials is not to increase course loads, but to embellish and advance the learning process and improve your educational experience at Marshall...therefore...read them!

Non-required resources used or referred to in this course can include, but are not limited to:

- **USC’S 5-Step Critical Thinking Initiative**  
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- **USC’s Statement of Ethics**  
[https://about.usc.edu/files/2011/07/USC\\_Code\\_of\\_Ethics\\_2004.pdf](https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf)
- **USC’s Final Examination Schedule**  
For Summer the Final Exam is the last day of class: August 1, 2018.
- Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.



## 6.0 COURSE EXPECTATIONS

### 6.1 Summary of My Expectations

Do the work! No excuses! Please let me be clear, *come to class prepared, stay focused in class, and engage in class discussions*. I expect Marshall students to stay current with business issues by accessing CNBC, Bloomberg and other business news services.

### 6.2 Mische's 10- Simple Rules to Help You Succeed in My Class!

Here's a few tips on how to be successful in this class:

1. **Texting & Emailing.** Please don't text or email in class. It's incredibly distracting to faculty and to others and frankly it's...rude. If you must text, kindly remove yourself from the classroom and do so outside. If I find that the texting or emailing is a distraction to our collective efforts, I will ask you to leave....no negotiation necessary. Stay focused!
2. **Preparation.** Preparation is essential to success. I expect you to be prepared for each class and come prepared to participate, contribute and learn. Furthermore, as Marshall degree candidates you are expected to meet and satisfy all due dates and deadlines. Do the work...take the initiative.
3. **Participation.** This is a highly interactive course, which is reflective of the realities and the demands of management. Executives must communicate with their organizations, customers and clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
  - The better prepared you are and the more you participate, the more that I can teach! You are encouraged to explore various ways to express yourself, engage in discussions, and present and argue your ideas. Participate, debate, contribute, learn and be engaged...your grade is partially based on it! Inevitably, some students will not agree with you, and you may be asked to defend your argument. That's great! This is the place to learn and take some chances, However, let's all try to endeavor to direct criticism and comments to the substance of the topic and argument, and not at individuals.
  - The quality of your learning experience during our class discussions will be directly determined by three factors: (1) your degree of preparation, active listening, and participation, (2) your classmates' preparation, listening, and participation, and (3) my teaching effectiveness. Let's do our best to ensure that effective learning has been achieved and that the relevant knowledge has been transferred.
  - If, for some reason you are not inclined to engage in class discussions, then write your thoughts and contributions in the form of a memo to me. Your memo doesn't have to a novel or dissertation...just short, to the point and expressive of your participation and learning.
  - Each of us is different in how we express our participation, so a wide range of participation activities is acceptable, but performance must be demonstrated individually, within the teams, and in the class. Each person will be subjectively evaluated by the team and by me as to his or her preparation for the sessions in addition to his or her contribution to the team performance. *This is world-class, elite university, so use and seek every opportunity to get better here, at Marshall, so you can perform better in the C-suite later!*

4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive one another. Do your work, be prepared. Take pride in your work. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. Make every second count for something meaningful. Get involved, debate, challenge, argue, take sides, be passionate and be resolute and always *COMPETE*...but remember that each of us is part of USC and therefore members of the Trojan Family and Trojans are *winners!!!*
5. **Focus.** During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc., that is assigned. This would include not reading the DT, engaging in side conversations, working on another class, checking your texts, etc. Focusing requires energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. *Stay in the moment!*
6. **Punctual.** Everyone at some time might be a little late or miss a class. As Marshall degree candidates, USC expects you to be responsible and let faculty know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. As lectures are important, excessive absences (more than three) could adversely affect your final grade in the course. *You worked hard to get to USC...come to class on time and ready to work!*
7. **Attendance.** Be engaged in the class. Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's course contribution grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. *You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.*
8. **Relax.** You've worked hard to get here, so enjoy the learning experience that is unique to Marshall and USC. Put effort into your learning, take the class seriously, and do the work. If you achieve those objectives, then you should do well in the class. More importantly, the material that you learn in this class is valuable to your career and professional development.
9. **Hey Mische!** I want you to know that I take your commitment to USC, your degree and your professional and personal development very seriously. *I want you to succeed!* I want you to excel and just absolutely shred the class and the material. The results of my work are measured in years after you take the class. Please know that I am

available to help you in any way that I can. *My door is always open.* I've been around, been through it and I am here to help.

- If you need career advice, or would like me to review your resume, or help prep you for an interview...*come see me!*
- If need a recommendation and have done the work in the class...*come see me!*
- If you are having problems with the material or grades...*come see me!*
- If you are having issues with me, or my teaching style... *come see me!*

10. **Dept. Chair.** If I am not available or around, or if you feel a compelling need to confidentially discuss matters related to the course, your individual learning experience, or my teaching, then please feel free to contact Professor Peer Fiss, Chair of the MOR Dept. We are team and we are here to teach and help you succeed!

## 7.0 COURSE NOTES & POSTINGS

My teaching style is direct and therefore, lectures are very important. Announcements, key dates, shared information, general feedback, commentary, lecture documents, notes, articles, supplemental course documents are posted on Blackboard (BB).

- **It is your responsibility and SOLELY & SINGULARLY your responsibility to frequently check Blackboard (BB) for updates and materials and to also check your email for communications from me.**

### **WARNING! DO NOT RELY on PowerPoint SLIDES or LECTURE NOTE POSTINGS ON BB!**

I rarely use slides and I rarely post slides and lecture notes on BB. I do not need, nor do I rely on slides or extensive lecture notes. I am an expert in this material. I *lecture, coach and teach* in the classroom and most of what you will learn will be from the classroom lectures and my 30+ years of experience, as well as our collective interactions and collaborations...not slides and notes posted on Blackboard.

- If you miss class sessions/lectures, then I recommend that you try to arrange to get the appropriate notes from a fellow classmate...please do not ask me for the notes as I do not have any.

## 8.0 GRADING COMPOSITION, CRITERIA & PERFORMANCE ASSESSMENT

### 8.1 Grading Composition

Please be assured that I take grading very seriously and will work hard to grade you as thoroughly, fairly and as accurately as I possibly can.

I recognize that your work and grade are reflective of many factors. For this course, your grade will be based on a combination of **three** grading events: (1) **Midterm Exam**, (2) **Final Exam**, and (3) **Project** (presentation(s)). Your final grade will be reflective of your individual and team performance in the grading events **and** your relative performance ranking in terms of total grade points earned/scored in those assessment events as compared to the other students. Thus, your final grade is a reflection of your work and where you work ranks in comparison to other students, and the grade splits (A to A- to B+ to B, etc.) from highest to lowest established for your class. Grading for exams and papers is done by USC Student ID only.

Your final grade is not based on a mandated GPA curve or target, but on your individual performance, the performance of the class as a whole, and your relative performance as compared to the other students. Historically, the average grade for this class is about a “B+” (3.2 to 3.4).

Student performance assessment criteria and the grading composition for this class is as follows:

<b>MOR 554 - GRADING CRITERIA &amp; COMPOSITION</b>	
<b><u>Grade CRITERIA</u></b>	<b><u>Weighting / Composition</u></b>
1). Mid-Term Exam:	<b>35%</b> (Individual based grade)
2). Project:	<b>25%</b> (Team based grade)
3). Final Exam:	<b>40%</b> (Individual based grade)
<b>Total:</b>	<b><u>100%</u></b>

(Please note that I reserve the right to change the grading criteria, composition and/or weightings based on class performance **and** subject to our collective agreement and vote.)

As this is USC Marshall, grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and encouraged, may not always be indicative of the final grade and or your effort. Do your best! Compete hard and fairly for the best grade that you can possibly earn. Don’t worry about the other students...concentrate on your own learning and contributions to the class.

### 8.2 General Grading Standards & Criteria

*Do the work!* You are here to learn and gain the necessary knowledge and skills to be successful in business...do the work to get better! Marshall degree candidates are expected to perform at the highest levels. I take grading and your grade seriously! Your work will be evaluated based on the objectives of MOR 554 and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use a number of criteria and dimensions. As a general guideline, below please some examples including, but not limited to:

1. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?

2. **Perspective** – Did you establish a context & did you provide perspective for your finding, thought or conclusion...does that context reflect contemplative thinking and does it ‘paint a picture’ (going above & beyond the obvious correct answer)?
3. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
4. **Relevance** -- Does your work or comment bear on the subject at hand? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
5. **Associative Thinking/Linkage** – To what extent are your work and comments logical antecedents or consequences of a particular argument traced out? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “*Medici Effect*” in your thinking.
6. **Responsiveness** – To what extent does your work or comment react in an important way to what someone else has said, the issue or problem at hand, or scope and objectives of the assignment or project?
7. **Analysis** – Have you employed the proper set of frameworks and analytical methods?
8. **Evidence** - Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
9. **Importance** - Does your work or comment contribute further to our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
10. **Hypothesis Driven Problem Solving & Critical Thinking** – As a management consultant, I stress hypothesis driven problem solving using abductive, deductive and inductive problem solving methods, as well as critical thinking. For example, “Are you thinking critically?” “Are you interrogating issues and facts?” “Does your thinking reflect the attributes of USC’s 5-step USC-CT?” “Have you applied and demonstrated USC-CT in your analysis and formulations?” (See posting on BB).
11. **Engaged** – Did you come to class ON TIME and did you CONTRIBUTE?
12. **Compliance** – Is your work responsive to the requirements and scope and objectives of the assignment?

I will do my best to make my expectations for the various assignments as clear as possible and to evaluate them as fairly and objectively as they can. Also, I usually publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare (see Section 8.4.3 below).

### 8.3 Team/Peer Evaluations

Each of you will have the opportunity to complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form will be posted on BB. Please note:

- If you are experiencing any group-related problem (e.g. conflict, social loafing, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.
- If you experiencing any academic problems or personal issues (e.g. illness, injury, hardships, conflicts, etc.) that might influence your academic performance, please let me know immediately. Do not wait until the end of the semester. If it's too late, there is not much I can do.

### 8.4 Examination Design, Procedures & Exam Preparation

**8.4.1 Design.** I view exams as positive experiences for both the student and professor. My exams are designed to allow you to express and demonstrate your mastery of the subject material. As with all of my exams, each exam is crafted by me, is intended to be pragmatic, and is designed to test the most important subject concepts and topics. The exams are intended to allow to showcase your knowledge, and provide you with the opportunity to demonstrate how you use, adapt, and apply important course concepts and topics to a series of questions, situations, and management decisions and choices. Generally, my exams are organized into three, or four sections and are multiple choice:

- (1) **Course Concepts & Theory** (standard component),
- (2) **Cases & Readings** (standard component),
- (3) **Applied Reasoning & Critical Thinking** (standard component),
- (4) Essay or Short Answer (optional component & subject to class/semester).

**8.4.2 Procedures.** Unless otherwise stated, all exams are closed book, no notes, laptops, or other devices allowed unless cleared by USC or me. I do not grade by name. Please use only the last four digits of your USC ID on your exam paper. This helps maintain the confidentiality and privacy of each student.

Now, I do not grade the exams. The exams are graded by TAs who are trained and authorized by USC to grade exams. However, I am fully responsible for assigning a grade to you based on your performance in the class. I work very hard to give you the best and fairest grade that I possibly can. However, I am not perfect. If you feel that an error has occurred in the grading of any assignment, including your final grade for the course, *please* let me know within ten (10) days of the date the assignment or grade is returned to you. All you have to do is write a memo (email) to me and request an explanation and re-evaluation of the assignment or final grade. If possible, attach the original assignment to the memo and explain fully and carefully explain why you think the assignment should be re-graded. If it's a final exam, then I have the exam. I will do my best to reevaluate your work and grade.

**8.4.3 Exam Preparation.** Make no mistake... I want you to do great in this class! The best strategy for doing well in this class, or any other, is to *prepare*. For this class, I will help you prepare as follows:

- **Study Guides (SG).** I will publish a relatively comprehensive study guide ahead of the midterm and final exams. The SG is intended to help you focus on the key concepts, cases and material that will subject of the examination. The SG is thorough and descriptive...what's in the SG is on the exam...simple.

- **In-class Review.** Usually, the class immediately preceding the scheduled midterm or final examination is dedicated to reviewing for the scheduled exam.
- **Special Final Exam Review.** For final exams, I usually schedule an optional and fully voluntary special review session for the final exam during USC “study days” period. I reserve a classroom and go over the exam material, content, design and cases/readings. Times, date and location are to-be-determined and will be posted on BB.
- **Preparation Hints.** The best way to prepare for a “Mische exam” is to relax and reflect on the lectures and cases and:
  1. Follow the study guide!! No excuses.
  2. Read your cases AND readings...just read them and remember 3-5 important things about the case or article.
  3. Review your class notes...they are essential...much of the exam questions will be derived from lecture material.
  4. Relate a case or article to a key course concept or lecture.
  5. Know your basic frameworks, models, terms and vocabulary.
  6. Think the questions through...they are asking you to apply your knowledge and analytical skills to a specific case, conditions or facts and/or to several cases on a comparative basis.
  7. Think of the exam as a “conversation with Mische”...it’s a dialog between you and me and, if it’s a final, it’s the last chance that I have to teach and coach you.
  8. If you get “stuck” make a check mark and keep going...come back the question later.
  9. In general, if you are guessing, your first guess has a higher percentage of being correct, so unless you are sure, stick with your first guess or “gut” instinct and don’t over think or over analyze the questions or answers.
  10. RELAX...it’s what you learned that counts, not the grade, and great grades follow great learning!

### **8.5 Final Examination Date, Location & Time: A Summation of Your Learning Experience**

There will be a final exam for this class. The final examination for this course will be conducted on the date, at the time and in the location, as scheduled, by USC or me. Specifically:

- **FALL & SPRING SEMESTERS,** USC’s published date for final exams is the official date for your final exam and supersedes any other dates. For Fall and Spring semesters, I do not control the schedule for final exams.
- **SUMMER SEMESTER,** the date of your final exam is the last official scheduled day of your class. I schedule the exam dates for my classes.

No exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit. You are completely responsible for attending the final examination on the date published by USC...please do not ask me for any special consideration unless you specifically satisfy the conditions described below for: scheduling conflicts, religious observance conflicts and documented emergencies. The following is USC’s stated policy for final examinations.

“All undergraduate and graduate courses scheduled in the standard sessions of the fall and spring semesters have a published final examination schedule. In accordance with the policies of the United States Department of Education, the last scheduled day of class is required instructional time. Either a final examination or other final summative experience must take place during the published final examination period.” Final examinations or other final summative experiences may not be scheduled during the Study Days period.

No deviations from the published examination period are permitted for courses scheduled in a standard session during the fall and spring semesters, unless faculty have authorization in advance from the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any faculty request for rescheduling a final examination without unanimous written consent of all students in the class. Contact the Registrar's Office (213-740-4623 or [registrar@usc.edu](mailto:registrar@usc.edu)) for the request form and procedures.

**THE FINAL EXAM FOR THIS CLASS IS SCHEDULED AS FOLLOWS:**

USC'S SCHEDULE OF FINAL EXAMS CAN BE VIEWED AT:  
**NOTE >>> FOR SUMMER 2018 THE FINAL EXAM DATE IS:  
WEDNESDAY, AUGUST 1, 2018 FROM 6:30 TO 10:00 PM**

**8.6 Student Scheduling Conflicts**

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation, the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or [testing@usc.edu](mailto:testing@usc.edu)) for assistance.

Faculty are reminded that grades are due 96 hours after the University-scheduled final examination day and time. Therefore, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

**8.7 Religious Observance Conflicts**

When a final examination is scheduled at a time that conflicts with a student's observance of a holy day, faculty members should accommodate a request for an alternate examination date and time. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date and time. The student and/or professor may reach out to the Office of Religious Life (213-740-6110 or [vasoni@usc.edu](mailto:vasoni@usc.edu), Dean of Religious Life) for guidance.

**8.8 Documented Emergency**

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the professor about receiving a grade of Incomplete (IN) for the semester. Faculty and students alike should refer to the rules regarding the mark of Incomplete at the time of the request. The **Registrar's recommended definition of emergency**: "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an "IN" before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.



## 9.0 ELC- SIMULATION

One of the major activities associated with the learning objectives in MOR 554 is understanding the complexities of leading innovation. Leading innovation involves making decisions as to what innovations to invest in, when to invest, and how much to invest.

The ELC assignment(s) is/are designed to link course concepts to a contemporary business addressing innovation issues or opportunities. It is highly integrative and provides you with significant opportunities to apply course concepts and those concepts from other classes to a complex simulation, while enabling the structure necessary for effective learning through the application of MOR 554 course material and concepts. As ELC sessions are important...please do not miss them...there is no way to make-up for a missed ELC session.

## 10.0 ASSIGNMENTS & MAKE-UP EXAMS

### 10.1 General

The assignments for this class may involve a combination of readings, cases, videos, ELC exercises, simulations and a team project.

- **For readings and cases:** please see **Section 12.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **Team Performance:** Please organize yourselves into teams of 5- 7 students. This will be your “learning team” for the entire semester, so select wisely and carefully. The team performance component is **25%** of your final grade and will include peer reviews. You may regard your team performance and each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment.

### 10.2 Assignment Submission Policy

Be professional. Assignments must be turned in on the due date/time. Specifically:

- All formal assignments are due as specified and must be submitted in **HARD COPY ONLY**. Due to the number of students, I cannot accept electronic copies unless prior approved (way too much downloading and printing, so help me out!).
- For all assignments please make sure that you specify your course number and DAY and TIME of course...that’s really helpful to me!
- Any assignment turned in late *may* be subject to an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).
- If you are unable to attend class on that day, make arrangements for your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. at **400 Hoffman Hall** by the start of class. You may also slide your work under my door at **415 Hoffman Hall** or face your work to me at 213.740.3582 (To Professor Mische). Late or not, you must complete all required assignments or your grade will suffer.
- When submitting any work...including case write-ups, presentations, reports, exams, quizzes, etc. please make sure to provide the **LAST 4 DIGITS OF YOUR USC ID** on the paper.

### 10.3 Make-up Exam Policy

Valid conflicts with exam dates and times are sometimes inevitable and unavoidable. In the event of a conflict with a scheduled exam date, please inform me ASAP and alternative arrangements will be made. However, all make-up exams, with exception of the final exam, **must be completed within ten (10) calendar days of the scheduled exam date**. Please no exceptions unless previously approved by USC. Final exams are given during the “Final Exam Period” as per USC’s schedule of final exams, or if summer semester, as posted in the syllabus (usually the last official day of the particular class).

## 11.0 RESOURCES, SUPPORT SYSTEMS & ADDITIONAL INFORMATION

### 11.1 Retention of Graded Coursework

Final exams and all other graded work, which affected the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to retain it...no exceptions).

### 11.2 Technology Policy and In-class Use of Laptops and Other Devices

Laptops, cell phones, and iPads are **not** to be used during lectures for personal communications...use your technology for learning and note-taking.

### 11.3 Internet, Cell Phones, Tablets, Etc.

Internet usage is not permitted during academic or professional sessions unless otherwise stated. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time.

- If you are texting I will politely ask you to stop; thereafter I will ask you to leave.
- During all quizzes, tests, and examinations, you must place your devices away and out of sight and in the ‘off’ mode. During the exam, any use of cell phones or other device without my express consent is subject to dismissal from the exam.
- Videotaping my lectures is not permitted due to copyright infringement regulations.
- Audiotaping my lectures is not permitted unless prior approved by me. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.
- No student may record, tape, transmit, or video any lecture, class discussion, or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding.
- I reserve all rights, including copyright, to my course syllabi, lectures, Power Points, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

#### 11.4 Statement for Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

#### 11.5 Safety-USC Department of Public Safety

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

#### 11.6 Emergency Preparedness/Course Continuity

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu).  
Also: USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard (BB), teleconferencing, and other technologies. Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

#### 11.7 Statement on Academic Conduct and Support Systems

USC seeks to maintain an optimal learning environment and the highest academic standards. ***I will not tolerate cheating of any kind.*** Any cheating will result in the automatic dismissal from my class and a referral to USC's the Office of Student Judicial Affairs and Community Standards for immediate consideration. Any allegation of cheating will be referred to the USC's the Office of Student Judicial Affairs and Community Standards.

General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A of that document.

Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can

be found at: <http://www.usc.edu/student-affairs/SJACS/>.

**11.8 Plagiarism**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

**11.9 Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call**

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

**11.10 National Suicide Prevention Lifeline - 1-800-273-8255**

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

**11.11 Relationship & Sexual Violence Prevention Services (RSVP) (213)740-4900 - 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>. Note: For iOS owners, a free, non-USC app is available for downloading at the Apple App Store “iapproveapp” or at <http://iapproveapp.com>.

**11.12 Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>. Note: For iOS owners, a free, non-USC app is available for downloading at the Apple App Store “iapproveapp” or at <http://iapproveapp.com>.

**11.13 Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086**

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

**11.14 Bias Assessment Response and Support**

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

**11.15 Student Support & Advocacy – (213) 821-4710**

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

**11.16 Diversity at USC**

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

**11.17 English Language Support Systems**

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [www.usc.edu/disability](http://www.usc.edu/disability) provides certification for students with disabilities and helps arrange the

relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

#### **11.18 Disruptive Classroom Behavior**

I will not tolerate disruptive or abusive behavior in my classroom. Fortunately, I have never had any instance of disruptive or abusive behavior. Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor's ability to teach effectively.

Further information can be found at [http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive\\_behavior.html](http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html)

### **12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK**

**See next page for weekly course sessions calendar and assignments.**

**Please note that the Course Syllabus, Course Calendar, Subjects, Content, Exams, Grading Criteria, and Weekly Assignments are dynamic documents and therefore, are from time to time, subject to minor updates, adjustments or changes**

**I will make announcements in class regarding changes and updates to the syllabus, calendar, assignments, exams, grading, etc., but also please check Black Board (BB) frequently for the formal notifications of updates, instructions, changes, modifications, announcements and other important information**

MOR 554: SUMMER 2018 - WEEKLY ASSIGNMENTS & READINGS - PROF. MISCHE				
Date	Session	MODULE 1.0: UNDERSTANDING INNOVATION	Prod. Code	STATUS
5/23	1	<b>CONCEPTS, TERMS &amp; BASIC FRAMEWORKS</b>		
		Introduction to MOR 554: Course Overview		
		Mische, "Innovation," Paper on Blackboard	BB Posting	
		Exploration vs. Exploitation, Module Note	614004	
		Introduction to Strategic Innovation	2206BC	
		Disruptive Technologies: Catching the Wave	95103	
		My Innovation Journey: Demystifying the Process of Innovation	8867BC	
5/30	2	<b>COMPETENCY-BASED INNOVATION</b>		
		Dynamic Ambidexterity: How Innovators Manage Exploration and Exploitation	BH815	
		The DNA of Disruptive Innovators: The Five Discovery Skills That Enable Innovative Leaders to Think Different"	8369BC	
		Putting the Innovator's DNA into Practice: Philosophies- What Do Highly Innovative Companies Have in Common?	8386BC	
		Nabula: The Fall of a Company	E574	
		Note on Design & Management on International Joint Ventures	W17243	
		FORM TEAMS & DISCUSS PROJECTS		
Date	Session	MODULE 2.0: CREATING INNOVATION & THE PDP	Prod. Code	STATUS
6/6	3	<b>SOURCES OF INNOVATION &amp; MODELS</b>		
		Special Forces Innovation: How DARPA Attacks Problems	R1310C	
		Making Star Teams Out of Star Players	R1301E	
		Analyzing Work Group (Merit Case)	407032	
		Assemble the Dedicated Team: Seven Common Traps to Avoid When Building an Innovation Team	7055BC	
		Managing the Transition to the New Agile Business and Product Development Model: Lessons from Cisco	BH770	
		Open Innovation and the Stage-Gate Process: A Revised Model for New Product Development	CMR460	
		A More Rational Approach to New-Product Development	R0803G	
		Why Most Product Launches Fail	F1104A	
		Legal Hazards of Product Launches	315028	
6/13	4	<b>Mid-Term Review Session</b>		
		Corporate Accelerators: Building Bridges Between Corporations and Startups	BH744	
		Managing Multiparty Innovation	R1611E	

<b>6/20</b>	<b>5</b>	<b>MID TERM EXAM: IN CLASS MULTIPLE CHOICE</b>		
		<b>Project Status Reports Due</b>		
<b>Date</b>	<b>Session</b>	<b>MODULE 3.0: LEADING INNOVATION &amp; CHANGE &amp; CASES</b>	<b>Prod. Code</b>	<b>STATUS</b>
<b>6/27</b>	<b>6</b>	<b>SOURCES OF INNOVATION &amp; MODELS</b>		
		Administration: Organizing and Governing Innovation	3446BC	
		Diagnosing a Firm's Internal Environment for Corporate Entrepreneurship	BH581	
		Entrepreneurship Reading: Leading Breakthrough Innovation in Established Companies	5272	
		Innovation Metrics	4556BC	
		Build an Innovation Engine in 90 Days	R1412C	
		Assessing Your Innovation Environment: A Tool from "The Innovator's Guide to Growth"	4794TL	
<b>7/4</b>	<b>7</b>	<b>UNITED STATES INDEPENDENCE DAY- NO CLASS</b>	<b>Enjoy USA!</b>	
<b>7/11</b>	<b>8</b>	<b>MANAGING INNOVATION FOR COMPETITIVE ADVANTAGE</b>		
		BP's Office of the Chief Technology Officer: Driving Open Innovation through an Advocate Team	KEL366	
		Reckitt Benckiser	311116	
		Central Dilemmas of Managing Innovation in Large Firms	CMR152	
		How to Catalyze Innovation in Your Organization	SMR616	
		Electrolux AB: Managing Innovation	W14500	
		Open Innovation at Siemens	613100	
<b>7/18</b>	<b>9</b>	<b>LEADING INNOVATION FOR STRATEGIC CHANGE</b>		
		Balancing Engagement and Innovation at Bharat Petroleum	W17237	
		GE's ecomagination Challenge: An Experiment in Open Innovation	B5672	
		How GE Appliances Built an Innovation Lab to Rapidly Prototype Products	HO3RWR	
		General Mills Canada: Building a Culture of Innovation (A)	W14003	
		Mars, Incorporated: Building an Innovation System	IMD703	

<b>Date</b>	<b>Session</b>	<b>MODULE 5.0: SOCIAL IMPLICATIONS OF INNOVATION</b>	<b>Prod. Code</b>	<b>STATUS</b>
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<b>7/25</b>	<b>10</b>	<b>Projects Due &amp; Presentations &amp; Course Wrap-up</b>		
		The Flare and Focus of Successful Futurists	SMR608	
		Disruptive Innovation for Social Change	R0612E	
7/30	Optional	Final Exam Study Session		TBD
<b>8/1</b>	<b>6:30-10</b>	<b>FINAL EXAM: In Class Multiple Choice - 40% of Final Grade</b>	<b>JKP 112</b>	