

ACAD 181: Disruptive Innovation

4 Units

Fall 2020

Tue, Thu 10:00 – 11:50 am

Location: IYH 212/213 & Online

Instructor: Philip H.B. More, Ph.D., CVA
Professor Emeritus

Office: Zoom

Office Hours: By appointment preferably before
class 8:30 - 9:30 am on Tuesday or Thursday

Contact Info: pmore@marshall.usc.edu I will try
to reply within 24 hours

Teaching Assistant: TBD

Office: TBD

Office Hours: TBD

Contact Info: TBD

IT Help: <https://iovine-young.usc.edu/ait/index.html>

Hours of Service: 8:30am - 5:00pm

Contact Info: iyhelp@usc.edu, 213-821-6917

Course Description

Critical approaches to social and cultural changes stemming from disruptive innovations in the arts, science, technology, communications, new media, politics, and business. Open only to Arts, Technology, and the Business of Innovation students. An introductory course for Freshmen that introduces the concepts of innovation, how it is created, used to make money in new and existing ventures, and how these activities affect society.

Learning Objectives and Outcomes

- Be able to demonstrate an understanding of the differences between technology, invention, and innovation.
- Be able to distinguish between different forms of innovation
- Be able to demonstrate understanding of historical trends in the gales of creative destruction as discussed by key scholars

- Be able to articulate alternative frameworks for creating, avoiding, and competing with disruptive innovations
- Be able to articulate basic frameworks for creating innovative outcomes in groups.
- Be able to describe the entrepreneurial mindset for making money
- Be able to articulate the risk vs. reward rationale used by venture capitalists
- Be able to demonstrate understanding of key concepts such as different forms of legal entities and their tax implications, fiduciary responsibility including principal – agent relations and problems, contracts, as well as concepts such as cash flow and working capital.
- Be able to demonstrate understanding of key concepts such as tangible and intangible assets, intellectual property, the profit equation, and how asset values are determined
- Be able to create a business model
- Be able to create basic budgets, adequate working capital, and cash flows
- Be able to distinguish between industry and markets
- Be able to analyze and anticipate competitive actions by rivals
- Be able to identify markets, market segments, and market niches
- Be able to understand and create sustainable competitive advantage.
- Demonstrate understanding of valuable unique and sustainable customer experiences
- Be able to identify unique and sustainable customer experiences for existing and currently unserved customers
- Be able to create products and or services that deliver valuable unique and sustainable customer experiences
- Demonstrate understanding of how to create organizational support systems for delivering valuable unique and sustainable customer experiences
- Be able to create organizational support systems for delivering valuable unique and sustainable customer experiences.
- Be able to identify markets, market segments, and market niches
- Be able to demonstrate competency in writing problem/need statements for customer segments
- Be able to demonstrate competency in making business presentations
- Be able to demonstrate understanding of how to enhance customer value thru service, channels, brands, and customer engagement.
- Be able to demonstrate understanding of how to enhance customer value thru brands and customer engagement.
- Be able to demonstrate understanding of how to enhance customer value thru superior products and systems.
- Be able to conduct a market demand analysis of a potentially disruptive innovation.
- Be able to demonstrate understanding of how to develop and sustain disruptive innovations through organizational networks, structures, and processes.
- Be able to demonstrate familiarity with the use of three common project planning approaches: Work Breakdown Structure (WBS), Program Evaluation & Review Technique (PERT), and timeline planning using Gantt charting.
- Be able to conduct an industry analysis for a potentially disruptive innovation.
- Be able to describe the steps in conducting a technology analysis idea filter and the link between technology and disruptive innovations.

- Be familiar with the ideas behind creating a Minimum Viable Prototype (MVP) to test prototypes and identify the benefits that customers value quickly and easily.
- Be able to demonstrate formulating a market entry that builds a sustainable advantage around the benefits that customers value in a potentially disruptive market setting.
- Be able to construct a business model for a potentially disruptive innovation.
- Be able to create an MVP that links to your business model.
- Be able to test assumptions and hypotheses by including viable features in the MVP that can test the likelihood of disruption.

Prerequisite(s):

There are no prerequisites except freshman standing in the Lovine and Young Academy besides a desire to be challenged and a spirit of collaboration.

General Education GE-C credit

ACAD 181 has been approved to satisfy the General Education GE-C Social Analysis requirement.

Course Notes

It is your responsibility to check our Blackboard (Bb) site and your USC email account. Any emails I send to the class will use the USC email account attached to your registration. All course materials, including slides, audio and video examples, handouts, and assignments, as well as class grades will be available in Bb (<https://blackboard.usc.edu>). Be sure to check Bb if you must miss a class. You are responsible for any materials presented and assignments made even if you are not in class that day.

As much as possible, this course should be designed as an effective and innovative workplace environment according to the same principles taught in the class. The best workplaces are learning environments. The best learning environments are both professional and *playful*. This is one class where disruptive behavior is mandatory.

One way or another, almost all your grade in this class is based on your contributions to our collective learning. Specific participation is important, but your assignments should also be aimed at your peers and will be shared in class as often as appropriate.

Moreover, you are encouraged to share your work and leverage the work of others (inside and outside class) *if you provide credit to the source*. [Mendeley](#) is a useful document and citation manager to simplify attribution. Since using the work of others *with* attribution is encouraged, there is no justification for using the work of others without credit. [Plagiarism](#) will have grave consequences (see below). Be discriminating, too, about which sources are *credible* for the ideas or information you use. Most assignments in class are delivered in workplace formats (slides, memos) and linked together to support the final team project. As such, professionalism and attribution count in my feedback and grading. As much as possible, deliverables will be shared and discussed in class and can be revised pending feedback. Every student owes constructive feedback to her or his colleagues.

[Research](#) is clear that connected devices diminish personal learning and distract others in the learning environment. Therefore, please refrain from using your electronic devices (e.g., laptops, tablets, phones, watches) during class unless we are actively accessing information as part of a class activity. This applies to having electronic devices open during online class time as well (e.g., checking your social media or email during an online Zoom class).

Required Readings and Additional Learning Materials

This course uses simulations, cases, articles, and online material, plus videos and other media content. We will often use current, new journalistic, academic or professional publications as they appear. I will occasionally assign you to research your own sources of information. Our reading material is subject to change as class discussions evolve. Please suggest additional resources for discussion whenever you find something valuable. Sharing is encouraged, but *respect copyrights*.

- Purchase the course reader from the Harvard Business School Publishing: <https://hbsp.harvard.edu/import/733589> for \$90.50. To purchase you will have to register and log in. If you need assistance, contact Harvard Business Publishing Help directly (1-800-545-7685 or custserv@hbsp.harvard.edu).

As a general matter, copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner. If you have a financial hardship in purchasing the course material, please see me for referral to the appropriate office within the Academy that handles student financial aid.

Description and Assessment of Assignments

All assignments are graded by me. I will attempt to return grades and comments to you as quickly as I can but no later than one week after the assignment has been turned in. My grades of your work and constructive feedback to you will be posted directly to you through the Bb system. If a teaching assistant is available, they will help administer the simulations and administration of the Bb system as well as answer questions.

An outline with the required readings or viewing (if a video) along with discussion questions to prepare will be posted in Bb for each class session. When written assignments are due, a grading rubric will also be provided. Your completed written assignment is to be submitted through Bb "Turn-it In" not later than midnight one day before they are due. If for some reason your completed assignment is not accepted by "Turn-it-In" send it to be in pdf format (ONLY) as an email attachment. I will only accept completed assignments as pdf formatted documents. Do not send me links to your work in other programs such as MURAL, SLACK, Google Docs, etc. Not turning an assignment in when due results in 10% loss in grade for each day late beginning at 12:01 a.m. on the date of presentation. Failure to turn in the assignment within 3 days will result in a zero for the assignment.

Working in teams is one of the key things to learn in this course. Each of you are individually responsible to the other members of your team for your team's final written and presented result. Failing to turn-in a team assignment on time will result in every member of the team losing grade points as described in

the previous paragraph therefore, it is everyone's responsibility in the team to insure that assignments are turned in on time and in the proper format. You should spend the time set aside at the beginning of the class to get to know the other members of the team, exchange contact information, and assign responsibilities. Similarly, you should all be in attendance either face-2-face (f2f) or online to orally present your portion of the team's homework to the rest of the class. Please also rotate the role of convening and summarizing the results among yourselves over the course of the term.

I will use your peer evaluations in helping me allocate your participation grade.

Grading Breakdown

Date	Activity	Individual Grade	Team Grade	Totals
27-Aug	Mt. Everest Simulation: Goal Score		50	50
27-Aug	Mt. Everest Simulation: Reflection	200		200
3-Sep	Historical tracing		50	50
1-Oct	Bikes Simulation - Executive Briefing		50	50
16-Oct	Bikes Simulation - Business Plan		100	100
22-Oct	Bikes Simulation - Stockholder Report		50	50
23-Oct	Bikes Simulation Performance - Balanced Score Card		100	100
12-Nov	Diary	200		200
12-Nov	Peer evaluation	100		100
19-Nov	Final project - Lemonade Stand MVP Analysis		100	100
		500	500	1000

Grading Scale

Course final grades will be determined using the following scale. There is no hard curve.

A	950-1000	B-	800-829	D+	670-699
A-	900-949	C+	770-799	D	630-669
B+	870-899	C	730-769	D-	600-629
B	830-869	C-	700-729	F	590 and below

Assignment Submission Policy

Unless I specify otherwise, all assignments are to be submitted electronically by sending them through the "turn-it in" system to me in **pdf** format as previously discussed. Any document that I cannot open

will not be read, graded, or counted. Do not send me links to online documents. It is your responsibility to make sure assignments open as intended on my computers. Make sure your work is labeled and professional. Documents exceeding 1 page or slide in length must have footers containing page numbers and the file name on all pages. Team submissions should be labeled by the team name, list of members and role, homework number with description and date in the upper right corner of the first page.

Grading Timeline

Grading and feedback will be returned in a timely manner, usually within one week. You are encouraged to meet with me to discuss any aspect of an assignment or exam.

Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student is expected to be in attendance as required by their Section assignment. Because of the Covid-19 restrictions, we will start the class online but if sometime during the term the Academy is allowed to shift to a hybrid format the class will be divided into three sections as follows: Section A, B, and C.

- A. Section A will include approximately 50% of those students who are on-campus and will physically meet f2f on Tuesdays. Section A students will meet online on Thursdays.
- B. Section B will include the remaining 50% of those students who are on-campus and will physically meet f2f on Thursdays and online on Tuesdays.
- C. Section C will include those students who are not able to be on-campus due to circumstances previously authorized by the University (e.g., prevented from entering the U.S. or Los Angeles due to official government or University actions such as visa denials. Section C students will attend all sections online synchronously (the same time) as the other sections. Exceptions to the Section C synchronous requirement may be granted in exceptional circumstances after consultation with the IYA administration and Instructor.

Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are advised to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other genuine issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by $\frac{1}{3}$ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Bb help for students](#)

[Software available to USC Campus](#)

Zoom etiquette

Asynchronous Considerations

- Please try and follow the USC suggested discussion norms listed below under the headings of: respect, constructiveness, and Inclusivity.
- Written communication should be in accordance with professional standards written clearly and succinctly. We will discuss professional business communication standards in class.
- Please sign your name to each post and reply.
- Try and avoid chat acronyms, emoticons, etc. in your postings and replies.
- Follow USC policy regarding material and communication posted within Bb (see below).
- Please contact me by email if you encounter any problems or conflict in the asynchronous environment.

Synchronous Considerations

- You should come to class as you would in a professional Zoom meeting with an employer.
- Log-in to the class using Bb and or Zoom not your phone.
- If you have technical issues during the class, please let me know in the chat. If there is a TA, they will try and resolve your problem and if not, you should contact iyhelp@usc.edu, 213-821-6917 directly.
- Please mute your microphones when you are not speaking.
- Please enable your webcam, so you are visible in the course.
- Please feel free to make use of the chat box during the session.

- When you have something to add, please raise your hand so that I can see it in the video or use the electronic hand.
- Please contact me by email if you encounter any problems or conflict in synchronous environment.

Respect

- Listen actively and attentively.
 - Listen respectfully, without interrupting.
 - Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
 - Listen carefully to what others are saying.
 - Listen carefully to what others are saying even when you disagree with what is being said.
- Respect each other's views.
 - Challenge one another, but do so respectfully.
 - Be respectful of what others are saying.
- Always use a respectful tone.
 - Avoid inflammatory language.
 - Avoid put-downs (even humorous ones).
 - No name-calling or other character attacks.
 - No interrupting or yelling.
 - Do not interrupt when someone else is speaking.
 - Be aware of the fact that tone of voice and body language are powerful communicators. Some postures or facial expressions (e.g., crossed arms, eye rolls, loud sighs) can silence, provoke, intimidate, or hurt others. Others (e.g., facing and looking at the speaker, staying quiet, nodding) can show you are listening respectfully.
 - Refrain from responding to others' statements by applause, groans, or other noise.
 - Signal agreement with another student's statement by silent applause.
 - Make eye contact with other students and refer to classmates by name.
- Make no assumptions about others
 - Trust that people are always doing the best they can.

Respect

- Be courteous. Don't interrupt or engage in private conversations while others are speaking.
 - Don't be incredulous.
 - Don't roll your eyes, make faces, laugh at a participant, etc., especially to others on the side.
 - Don't start side conversations parallel to the main discussion.
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- Only make statements about an issue, person, or group if you are prepared to make the statement directly and respectfully to a person to whom the issue is important.
 - Don't present objections as flat dismissals (leave open the possibility that there's a response).
 - Only say what you truly believe.

Constructiveness

- Criticize ideas, not individuals or groups.
 - Focus on ideas, not personalities.
 - Respect others' rights to hold opinions and beliefs that differ from your own.
 - If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
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- Commit to learning, not debating.
 - Build on one another's comments; work toward shared understanding.
 - Objections are fine, but it's also always OK to be constructive, building on a speaker's statement or strengthening their position. Even objections can often be cast in a constructive way.
 - Think before you speak.
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- Link claims and assertions to appropriate evidence whenever possible.
 - Either support statements with evidence or speak from personal experience.
 - Do not offer opinions without supporting evidence.
 - Refer to the text to support your ideas.
 - Support your statements. Use evidence and provide a rationale for your points.

Constructiveness

- Ask questions when you do not understand; do not assume you know what others are thinking.
 - Ask for clarification if you are confused.
 - Ask clarifying questions if you do not understand a point raised.
 - Ask a question to explore areas of uncertainty or discomfort.
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- Try to see the issue from the other person's perspective before stating your opinion.
 - Consider the difference between responding to express yourself and responding to get an idea across to people who have different preconceptions than yours.
 - Always have your book/readings in front of you.
 - Build on your classmates' comments. Acknowledge them, even if you disagree with them.
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- Speak from your own experience, without generalizing.
 - Use "I" statements to state your views. For example, "I notice that when I'm with my friends we pay attention differently" is more constructive than "When you're with friends you pay attention differently."
 - Share briefly from your own experiences when appropriate, rather than simply your positions.
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- Be careful not to generalize about people.
 - Avoid blame and speculation.
 - Respond to what is said in class, without attributing motivation to the speaker (this can be very challenging).

Inclusivity

- Let other people speak. Once you are done speaking, let at least two other people talk before you speak again.
 - Don't dominate the discussion.
 - Try not to let your question (or your answer) run on.
 - Do not monopolize discussion.
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- Know that it is okay to be emotional about issues and to name those emotions.
 - It's OK to ask a question that you think may be unsophisticated or uninformed.
 - Don't worry about impressing people.

Inclusivity

- Try not to silence yourself out of concern for what others will think about what you say.
- Don't use unnecessarily offensive examples.
- If you are offended by anything said during discussion, acknowledge it immediately.
- If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.
- Consider anything that is said in class strictly confidential. We want to create an atmosphere for open, honest exchange.
- Maintain confidentiality (what is said in the classroom stays in the classroom.)
- Keep confidential any personal information that comes up in class.
- Do not remain silent. Make sure to contribute to the discussion.
- Step Up, Step Back. Be mindful of taking up much more time than others. On the same note, empower yourself to speak up when others are dominating the conversation.
- Everyone in the group should participate in the conversation.
- Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- If you think something is missing from the conversation, don't wait for someone else to say it; say it yourself.
- Acknowledge points made by previous questioners.
- Support good ideas that other people have, even if they are different from your own.
- Take responsibility for the quality of the discussion.
- We will not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- Recognize and/or remember that we have different backgrounds.
- Consider who gets left out, who is marginalized, under-represented, or erased by particular claims. So, for example, we could say, "That's an image of an ideal family," or we could say, "That may be an image of an ideal family for many middle-class white heterosexuals."
- Be careful about putting other students on the spot. Do not demand that others speak for a group that you perceive them to represent.

Inclusivity

- Be aware of different communication styles--the ways we communicate differently based on our backgrounds and current contexts--and look for ways to expand your communication tool kits.
- Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

Procedure

- Wait to be recognized by the instructor or discussion leader before speaking.
- Stand and face the majority of the class before speaking.
- State your name before making your statement, so other students can reference your statement properly.
- If responding or reacting to a statement by another student, indicate by name the student whom you are referencing.
- Make a single point each time you speak, rather than making a series of statements at once.
- Start your statement with a short one-sentence summary of the point you are making.

Please contact me with questions or concerns about complying with a policy. For instance, if you are unable to keep their camera on during the synchronous Zoom session, contact me prior to the class session to discuss expectations and accommodations needed.

Synchronous session recording notice

The synchronous sessions will be recorded and provided to all students asynchronously.

Sharing of course materials outside of the learning environment

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of classroom learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Residential and Hybrid Streaming Model Courses

When we move from online to a hybrid model, you can consult the latest COVID-19 testing and health protocol requirements for on campus courses. Continuously updated requirements can be found on the [USC COVID-19 resource center website](#).

Course Schedule: A Weekly Breakdown – All Classes will be online beginning 8/18 until further notice.

	Session 01 (Tuesday)	Session 02 (Thursday)
W 01	<p>SESSION 1: 8/18 Course Introduction</p> <ul style="list-style-type: none"> • Participate in question and answer session • See Bb Session 1 for details 	<p>SESSION 2: 8/20 Mt. Everest Orientation</p> <ul style="list-style-type: none"> • Mt. Everest simulation team assignments. • Participate in Mt. Everest question and answer session. • See Bb Session 2 for details
W 02	<p>SESSION 3: 8/25 Mt. Everest Simulation in-class exercise</p> <ul style="list-style-type: none"> • Video your team making the decisions during the exercise in preparation for the debrief. • See Bb Session 3 for details 	<p>SESSION 4: 8/7 Mt. Everest Debrief</p> <ul style="list-style-type: none"> • Contrast individual and team experiences during the simulation, analysis of the results, and lessons learned for future teamwork. • See Bb Session 4 for details <p>Turn-in your reflections as an individual & one team member sends in summary of your team discussion.</p>
W 03	<p>SESSION 5: 9/01 Creative Destruction & Innovation</p> <ul style="list-style-type: none"> • Matthew Manos Presentation – Models of Impact • Work in your teams to select and then analyze your innovation for presentation at the next session. • See Bb Session 5 for details 	<p>SESSION 6: 9/03 Historical Presentation of Innovations</p> <ul style="list-style-type: none"> • Present your analysis of the historical innovation to the class. See notes posted in Bb for format. • See Bb Session 6 for details <p>Turn in your team analysis.</p>
W 04	<p>SESSION 7: 9/08 Red & Blue Oceans</p> <ul style="list-style-type: none"> • Discussion of “blue” ocean strategy. • See Bb Session 7 for details 	<p>SESSION 8: 9/10 Industry & Competitive Analysis</p> <ul style="list-style-type: none"> • Discussion of “red” ocean strategy • See Bb Session 8 for details
W 05	<p>SESSION 9: 9/15 Legalities and taxes</p> <ul style="list-style-type: none"> • Discussion on legalities and taxes from the slide deck and readings. • See Bb Session 9 for details 	<p>SESSION 10: 9/17 Conscious Capitalism – Bikes Simulation</p> <ul style="list-style-type: none"> • Start up the company, organize the team into functional responsibilities, analyze market research, establish the firm’s strategic direction, and set up shop (build a plant, design brands, and open the first store). • See Bb Session 10 for details • NLT EOB Friday, 18 Sept Complete Q1 decisions which forms part of the overall

		Simulation Performance based on the Cumulative Balanced Scorecard.
W 06	<p>SESSION 10: 9/22</p> <p>Entrepreneur's Mindset</p> <ul style="list-style-type: none"> • Case Discussion: Lovepop • See Bb Session 10 for details 	<p>SESSION 11: 9/24</p> <p>Bikes Simulation – Marketing</p> <ul style="list-style-type: none"> • Test market brands, prices, ad copy, media campaigns, sales staffing, and compensation package. Study the market's response, competitive tactics, and the firm's own operational, human resource, and financial performance and adjust strategy. • See Bb Session 11 for details • NLT EOB Friday, 25 Sept. Complete Q2 decisions which forms part of the overall Simulation Performance based on the Cumulative Balanced Scorecard.
W 07	<p>SESSION 12: 9/29</p> <p>Making money</p> <ul style="list-style-type: none"> • In teams, use the Business Model Canvas tool to create a business model for Lovepop. • See Bb Session 12 for details 	<p>SESSION 13: 10/01</p> <p>Bikes Simulation – Executive Briefing</p> <ul style="list-style-type: none"> • Continue with test marketing brands, prices, ad copy, media campaigns, sales staffing, and compensation package. Study the market's response, competitive tactics, and the firm's own operational, human resource, and financial performance and adjust strategy. • See Bb Session 13 for details • NLT EOB Friday, 2 Oct. Complete Q3 decisions which forms part of the overall Simulation Performance based on the Cumulative Balanced Scorecard.
W 08	<p>SESSION 14: 10/06</p> <p>Managing Money</p> <ul style="list-style-type: none"> • Come to class prepared to discuss cash and working capital management. • See Bb Session 14 for details 	<p>SESSION 15: 10/08</p> <p>Bikes Simulation – Business Plan</p> <ul style="list-style-type: none"> • Prepare a business plan and obtain financing from venture capitalists. • See Bb Session 15 for details • NLT EOB Friday, 9 Oct. Complete Q4 decisions which forms part of the overall Simulation Performance based on the Cumulative Balanced Scorecard.

W 09	<p>SESSION 16: 10/13</p> <ul style="list-style-type: none"> • Work on business plan Review the results from Q4 and discuss how your team will proceed in Q5. • See Bb Session 16 for details 	<p>SESSION 17: 10/15</p> <ul style="list-style-type: none"> • Present business plan for acceptance • Undertake an international rollout campaign based on the business plan. Adjust the strategy in response to market opinion, competitive tactics, and operational, employee, and financial performance and any unexpected economic developments that might occur. • See Bb Session 17 for details • NLT EOB Friday, 16 Oct. Complete Q5 decisions which forms part of the overall Simulation Performance based on the Cumulative Balanced Scorecard.
W 10	<p>SESSION 18: 10/20</p> <p>Prepare Report to Bd of Directors</p> <ul style="list-style-type: none"> • Review the results from Q5 and discuss how your team will proceed in Q6. • See Bb Session 18 for details 	<p>SESSION 19: 10/22</p> <p>Present Report to Bd of Directors (stockholders)</p> <ul style="list-style-type: none"> • Continue to undertake an international rollout campaign based on the business plan. Adjust the strategy in response to market opinion, competitive tactics, and operational, employee, and financial performance and any unexpected economic developments that might occur. • See Bb Session 19 for details • NLT EOB Friday, 23 Oct. (1) Complete Q6 decisions which forms part of the overall Simulation Performance based on the Cumulative Balanced Scorecard. • (2) In addition, your peer evaluation is due on this day.
W 11	<p>SESSION 20: 10/27</p> <p>The Lemonade Stand Project</p> <ul style="list-style-type: none"> • Work in your team to synthesize your “team’s” top 3 ideas to move forward with. • See Bb Session 20 for details 	<p>SESSION 21: 10/29</p> <p>Creating Disruption and Launching MVP-1</p> <ul style="list-style-type: none"> • Work in your team to develop an MVP to test the key assumptions in your top 3 ideas. • See Bb Session 21 for details • NLT EOB Friday, 30 Oct provide evidence of your 1st MVP launch.
W 12	<p>SESSION 22: 11/03</p> <p>Round 1 (R1) Learn & Revise MVP-1</p> <ul style="list-style-type: none"> • Work in your team to synthesize R1 MVP learning. • See Bb Session 22 for details 	<p>SESSION 23: 11/05</p> <p>Learn & Revise R1 to Launch MVP-2</p> <ul style="list-style-type: none"> • Work in your team to develop R2 MVP learning. • See Bb Session 23 for details • NLT EOB Friday, 6 Nov provide evidence of your 2nd MVP launch.

W 13	SESSION 24: 11/10 Learn & Revise MVP-2 <ul style="list-style-type: none"> • Work in your team to synthesize R2 MVP learning. • See Bb Session 24 for details 	SESSION 25: 11/12 FINAL SESSION <ul style="list-style-type: none"> • Come to class prepared to discuss what you've learned this term. • See Bb Session 25 for details • Turn-in your class diary.
W 14	11/17: Study Days	SESSION 26: 11/19 Final project due. See Bb Session 26 notes for details

Statement on Academic Conduct and Support Systems

Academic Conduct:

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” 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, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

SIMULATION MATERIALS

In this fall course, ACAD181, we will use two simulations that lead to developing your own metaphorical “Lemonade Stand” venture that you will start and begin refining at the end of this fall course. Then, continuing with the Lemonade Stand Project in the spring term ACAD182 course, it will culminate in

your team developing a high growth business venture capable of either being acquired or going public. These two simulations should help you build a successful team and develop a new business venture.

Leadership & Team Simulation: Everest (V3)

Learning to work effectively with strangers in teams solving problems has become an essential part of the modern workplace. In most of these situations the teams are physically dispersed sometimes across time zones and communication and coordination must be done using the electronic tools available such as Zoom. While the COVID-19 pandemic and its impact on our traditional face-to-face instruction is something new to many of you and is challenging, it is also a realistic foreshadowing of your future work life. So difficult as this online mode of instruction is, it is good practice some important job skills.

One of the dilemmas in working in these virtual stranger teams is that the people in them don't have an easy way of getting to know each other so that important group norms such as trust and psychological safety are given, reciprocated, and earned. In this class, we have that same problem as it is hard to get to know each other without first working together on a tangible problem to learn who can be counted on for what. The purpose of the Everest simulation is to help us in this process by providing you with a tangible problem to try and solve together in your virtual team. Just as in a real-world team, you will each have a different role to play with different motivations and information to contribute. Also, just as in a real-world team, you will be competing with other teams and your performance will be evaluated and will count in your overall evaluation. Finally, just as in team based organizations (e.g., the Jet Propulsion Lab or JPL) your individual performance will be evaluated by your peers and their willingness to work with you on future teams determines whether or not you get paid (i.e., in team-based organizations the teams have the budget lines so, if your peers don't select you to work with them on a future team, there is no budget line to pay you). In the same way, at the Academy you are building your personal reputation in this first semester within the Academy. That reputation will follow you throughout the years in this program. Not only may you have problems getting your peers to work with you but their willingness to work with you after graduation will help determine just how helpful they may be in your future career success.

Software Demo: Once you purchase the coursepack and open the Everest simulation you can watch the "How to Play" video.

Conscious Capitalism – Bikes Simulation

In *Bikes*, your team will gain experience by making realistic business decisions. We compress time and speed up the business cycle and then immerse your team in the management of a new business.

Rather than start in the middle of the story (a mature firm), we use a venture situation to start at the beginning of the story. You will see how various tools and ways of thinking become useful as the firm expands its operations and must take on new tasks and responsibilities. In this way, the logic of business practices should become more intuitive.

The consequences of your decisions are quickly revealed in the simulated marketplace. Players learn to adjust their strategy to become stronger competitors by studying end-user opinions, smart competitive moves, and your own operational and financial performance. Over the course of the entire exercise, your understanding of the linkages among the functional areas of business will grow.

In six decision rounds representing a one-and-a-half-year period of compressed time, you must evaluate the market opportunity, choose a business strategy, evaluate the tactical options, and make a series of decisions with profitability and all stakeholders in mind. Your decisions are combined with the decisions of your competitors and run through a marketplace simulator. The results are fed back to the players for the next round of decision-making.

The learning strategy is to gradually build the business and thus, gradually introduce new issues, which must be mastered by you and the other players. Each quarter or decision period has a dominant activity and a set of decisions, which are linked to it. These dominant activities take you through the business life cycle from start-up, to development, to growth, and ultimately to near maturity. As you work through the business life cycle, new decisions and managerial content is phased in as it becomes relevant to the current decisions.

Each quarter's activities not only result in new material being introduced, but also build upon the prior content so that there is considerable repetition. Business activities such as cash flow planning, value creation in product design, production scheduling, profitability analysis, and strategic planning and management require repetitive exercise to set them into your natural thinking.

Here is a list of what *Bike* players do:

- Analyze market research data
- Plan and roll out a marketing campaign
- Design and price brands to appeal to different market segments
- Select and develop distribution channels
- Devise advertising campaigns
- Allocate scarce funds to R&D, manufacturing, advertising, and distribution
- Select and prioritize R&D projects, leading to new product features
- Address systemic problems and opportunities that affect all stakeholders
- Negotiate strategic partnerships with competitors for new technology
- Initiate and defend lawsuits over false advertising
- Hire employees and set competitive compensation packages
- Schedule production and manage plant capacity
- Manage cash
- Negotiate equity and debt financing for new business development
- Compete head-to-head with other business teams
- Adjust strategy and tactics in response to operational and financial performance, competitive tactics, and customer needs

The specific goal of the exercise is to develop your management skills by giving you an integrated perspective of the entire business operation. In terms of specifics, the exercise can:

- Challenge you to align and harmonize the interests of employees, customers, suppliers, the community, and shareholders
- Develop strategic planning and execution skills within a rapidly changing environment
- Crystallize the linkages between business decisions and financial performance
- Instill a bottom-line focus and the simultaneous need to deliver customer value
- Internalize how important it is to use market data and competitive signals to adjust the strategic plan and more tightly focus business tactics
- Develop teamwork across functions, opening new communication links
- Promote better decision-making by helping you see how your decisions can affect the performance of others & organization as a whole
- Facilitate learning of important business concepts, principles, and ways of thinking
- Experience the challenges and rewards of the entrepreneur by starting up and running a new business venture
- Build confidence through knowledge and experience

Game Scenario

The game scenario revolves around 3D-printed, carbon fiber bicycles, a niche segment of the bicycle industry. The market is global, and this segment is in its introductory stage of the product life cycle.

Within this new industry, you and your classmates will form the new venture firms, which will be developing the market. There are no other firms beyond those in this class and all teams start out with the same resources to ensure a level playing field.