

USC Marshall School of Business

MOR 554: LEADING INNOVATION & CHANGE

FALL 2020

THURSDAY

6:30 to 9:30 PM

(Online Only)

3.0 Units

Instructor:	Michael A. Mische, MBA, MS
Virtual Office:	https://uscmarshall.zoom.us/j/97790824605?
Physical Office:	Hoffman Hall, 415
Office Hours:	All office hours are virtual and by appointment only. Office hours have been posted on Blackboard, as well as my teaching schedule. Please see BB for the posted times for office hours.
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*“If a company had only one competency, it must be the ability to innovate.”
Peter Drucker*

NOTICE

Per USC policy, this class will be entirely online. Synchronous class sessions will be held on Thursday; 6:30 to 9:30 PM Pacific Time via Zoom.

The Zoom link for this class is posted with your Blackboard course pages on the “Control Panel.” To successfully participate in this class, you will need certain minimum technical resources (see Section 11.0).

Please read this syllabus carefully and completely. It your responsibility to be familiar with and knowledgeable of the course design, requirements, grading and assessment processes, assignments, readings and cases and overall course performance expectations.

1.0 COURSE DESCRIPTION

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 well as competitive, cultural and performance change. As this is a “landscape” approach to leading innovation, we discuss a spectrum of innovation and R&D concepts, accelerating innovation, the strategic benefits of “open” v. “closed” innovation, third-party innovation, and other strategic and operational innovation-related issues in the context of the boardroom and what it means to innovate and the factors that define success and failure. MOR 554 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 and competitive change.

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

1. What is innovation?
2. How can the organization use innovation to create competitive advantage?
3. What is (or should be) an organization’s strategy for innovation?
4. How can an organization create and sustain innovation?
5. Under what conditions should innovation be attempted?
6. Why do so many innovation projects fail?
7. How do co-opetition and collaboration affect innovation?

8. What are the sources of innovation?
9. How do emergent, incremental, continuous, disruptive, and destructive innovation differ?
10. How is innovation best measured?
11. What types of organizational structures are best aligned/supportive of/with high- performance innovation?
12. What is the role of an innovation incubator?
13. How do innovation accelerators work?
14. How do “open” and “closed” innovation differ and under what conditions should each be used?

2.0 COURSE OBJECTIVES

The primary **objective** for this class is simple: *prepare you and place you in a more competitive position with respect to creating, managing and leading innovation for competitive advantage and organizational change.* MOR 554 readings, course content and exercises have been carefully selected and structured to support these desired learning outcomes. Using these objectives, and the resources of this course and USC, upon successful completion of this course, students will be able to:

MOR 554- COURSE OBJECTIVES
1- Explain key innovation and change concepts.
2- Apply critical thinking to innovation and how innovation can enable change exercises.
3- Describe of innovation and how innovation creates strategic and economic advantages.
4 - Explain the basic concepts related to managing innovation in different industries and scenarios.
5- Describe how to best measure innovation and allocate limited resources to innovation to generate optimal results.
6- Apply innovation concepts to strategic & societal change.

3.0 COURSE DESIGN

3.1 USC Required Format

This course is taught in a flipped format. In addition to the course materials that can be found in Blackboard (<https://blackboard.usc.edu>), this course requires a Course Reader which can be purchased directly by students from HBSP. This course is divided into modules, and each module is intended to cover one or more class session meetings (see Course Calendar). Module activities may include reading assignments, weekly lessons, interactive exercises, homework assignments, Blackboard discussion forums, class sessions, and quizzes or exams. ***It is expected that students will have completed all required activities and assignments before attending their class session each week.***

Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes. Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: [Zoom Support Tutorials](#) and Section 11.0 herein.

3.2 Course Design

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.

MOR 554: COURSE DESIGN



Complementing the academic and lecture concepts of course are a series of assignments, exercises, ELC simulations. Specific course content by module includes, but is not limited to the following:

MODULE 1.0: 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 the relationships between innovation and organizational culture, innovation and organizational performance,
- (3) Understanding how to use innovation in competitive strategy,
- (4) Defining exploration vs. exploitation in innovation, and
- (5) Defining disruptive, destructive, incremental and displacement innovation.
- (6) Identifying and understanding the sources of innovation,
- (7) Defining the strategic intent and implications of transformational, episodic and transactional innovation,
- (8) Defining and discussing a standard PDP phase gate methods vs. spontaneous methods for managing innovation and product development,
- (9) Leading practices designed to foster creativity, open innovation vs. closed innovation,
- (10) Identifying and assessing internal barriers to innovation and how to best address resistance, and
- (11) Assessing the strategic and financial impact of innovation.

MODULE 2.0: LEADING INNOVATION & CHANGE

In this module, we examine leadership and management behaviors and the dynamics and challenges related to leading innovation in a modern organization, nation and society. We rigorously explore various “models” for innovation and frameworks for managing innovation and how to best implement and lead for innovation strategic advantage and organizational change. Some of the topics addressed in this module include, but are not limited to:

- (1) How to form high-performance innovation teams,
- (2) Diagnosing and remediating, if necessary, innovation team behavior & dynamics,
- (3) How to manage innovation teams for high-performance results,
- (4) How to best measure team performance,
- (5) Factors and considerations in selecting team members and managing innovation teams,
- (6) How and when to deploy incubators and accelerators,
- (7) When to consider and best use incubators and accelerators,
- (8) How and when to use DARPA, “Skunk Works,” and Accelerators for innovation organizational constructs for innovation,
- (9) How to identify, assess and address organizational, individual bias, legal, and cultural impediments to innovation, and
- (10) Assessing environmental factors and how they affect innovation,

MODULE 3.0: ARTIFICIAL INTELLIGENCE & INNOVATION

In this module, we some of the basics of AI and how AI will impact innovation and the process of innovating. Some of the learning outcomes include:

- 1) Learn what is and is not AI.
- 2) Understand the differences between AI and data analytics.
- 3) Apply key terms in AI
- 4) How to define AI in a strategic context.
- 5) Identify ways to use AI for strategic advantage.
- 6) Learn the definition and uses of Machine Learning.
- 7) Learn the basics of NLP.
- 8) Apply to a business or societal application.

MODULE 4.0: UNDERSTANDING THE SOCIAL IMPLICATIONS OF INNOVATION

In this module, we examine the social implications of innovations as related to:

- (1) 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) Disruptive innovation's impact on society, and
- (6) Sustainability issues in innovation.

4.0 REQUIRED COURSE TEXT & MATERIALS

MOR 554 readings, course content and exercises have been carefully selected and structured to support these course and the desired learning outcomes. 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 may be purchased and downloaded by pasting the link below into your browser:

<https://hbsp.harvard.edu/import/746634>

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 re-start it and try again using the link above...the link should work.

Throughout the semester, I may also post an occasional ad-hoc reading, or additional information, or content 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!

Course Calendar, Weekly Assignments & Assignment Due Dates

This course is designed in modules. The design allows for extreme flexibility in introducing new materials. For compliance purposes, the Course Calendar specifying dates, assignments, exams, schedules, etc. is reproduced in Section 16.0 of this syllabus...however, a more user friendly version, in Excel, is available for your use on **Blackboard** > “**Syllabus** > **Course Calendar & Assignments.**”

Additional Resources (Not required)

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

- a. Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
- b. Poulfelt & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts*. Routledge. (2018). ISBN-978-1-138-12428-8.
- c. USC'S 5-Step Critical Thinking Initiative
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- d. USC's Statement of Ethics https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- e. AICPA Code of Professional Conduct
- f. <http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- g. Institute of Management Consultants: <http://www.imcusa.org/?page=ETHICSCODE>
- h. USC's Final Examination Schedule: <https://classes.usc.edu/term-20191/finals/>

5.0 PERFORMANCE ASSESSMENT & GRADING

5.1 Grading

Grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or your effort.

Your final grade will be reflective of your individual and team performance in the various grading components for this class and your quantitative performance ranking based on your total grade points earned/scored in those grading events as compared to the other students. Thus, your final grade is a reflection of your work and where you rank, in total points, in comparison to other students.

Final grades for this class are not based on any USC mandated GPA target. Historically, the average grade for this class is about a “B+” (3.3 to 3.5). However, each semester and each class are different and there are **no guarantees** that this class and this semester will perform at, below, or above that historical average.

5.2 Grading Components

This course has four grading components: three exams:

- (1) Midterm Exam;
- (2) Final Exam;
- (3) a series of Team-based Exercises/Projects and
- (4) Class Engagement & Participation.

All course grading components are required of each enrolled student in order to receive a grade. Failure to take an exam may result in a failing grade for the exam.

MOR 554 GRADING CRITERIA

CRITERIA	POINTS	PERCENT
EXAM- 1	50	25%
EXAM- 2	80	40%
ASSIGNMENTS or PROJECT	40	20%
CONTRIBUTION & PARTICIPATION	30	15%
TOTAL	200	100%

(Based on schedules, class performance and other factors, I may change the grading criteria, assignments, weightings, etc. subject to our *collective agreement as expressed by a majority vote of the class.*)

Please see the Course Calendar provided herein, which is also posted on BB under “Syllabus,” for all weekly assignments, readings, and the planned due-dates of the exams and exercises.

6.0 EXAMINATION INFORMATION & POLICIES

6.1 Exam Information

- a. **Exams Format & Process.** All exams are multiple choice, open book and open notes. All exams are electronically administered, delivered and graded using Blackboard. Specific instructions are provided for each exam. All students must take the exams for this class.
- b. **Exam Design.** Generally, my exams are organized into three categories of questions:
 - i. Course Concepts & Theory,
 - ii. Cases & Readings and,
 - iii. Applied Reasoning & Critical Thinking.
- c. **Study Guides (SG).** A comprehensive study guide is published ahead of the midterm and final exams. The SG is intended to help you prepare for the key concepts, cases and material that will subject of the examination. What’s

in the SG is on the exam...simple.

- d. **In-class Review.** Time permitting, I will try to conduct an in-class review on the class immediately preceding the scheduled midterm or final examination.
- e. **Special Final Exam Review.** Time permitting, 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.
- f. **Dates for Exams.** Dates for exams are scheduled in Section 16.0 “Course Calendar & Assignments” of this syllabus. If you are unable to take an exam, please let me know ahead of time and we’ll coordinate an alternative date and time. See also the USC schedule of final exams for the date of the final exam for this class.
- g. **All Exams are Required.** No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so. As per USC rules, no exceptions to taking the final exam shall be granted unless previously approved, in writing, by the appropriate USC academic unit.
- h. **Make-up Exam.** Make-up exams are subject to prior approval or approval due to technical issues with Blackboard. Make up exams for the midterm must be taken within a ten (10) business day period of the scheduled date. A make-up for the final exam requires special scheduling arrangements.

6.2 Exam Policies

- a. **Your Responsibility for Exams.** 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 established by USC for scheduling conflicts, religious observances, illness, hardships, documented emergencies, etc. Students should plan in advance to avoid scheduling conflicts in their final examinations. 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) for assistance.
- b. **Exceptions for 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, Dean of Religious Life) for guidance.
- c. **Exceptions for 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.

6.3 Grade & Exam Questions, Issues & Challenges

- a. **Grade Questions, Concerns & Challenges.** I will do my best to communicate my expectations for the various assignments as clearly as possible. I am fully responsible for assigning a grade to you based on your performance in the class and I will work very hard to give you the best and fairest grade that I possibly can.
- b. **14-Day Challenge Period.** No one and no exam is perfect. If you have questions, issues, or concerns about the grading of any assignment or exam, including your final exam and/or your final grade for the course, then *please* let me know within fourteen (14) days of the date the assignment, or the date of your exam that your grade is returned, or made available to you.

- c. **Grade Question & Challenge Procedures.** If you have questions about your grade or exam, all you have to do is write me an email to me within the 14-day challenge period to request a meeting to discuss your questions and grade. In your email you must follow these directions: in the Subject box of your email you must use the following language: “Course #-Days-Grade Question,” example: “554-M/W-Grade Question.” Failure to use the proper submission format could result in a non-response from me.

7.0 PROJECT ASSIGNMENT INFORMATION

- a. A series of case-based projects will be assigned throughout the semester. These projects are team based and are designed to allow you to apply important concepts to a particular innovation concepts and applications. Project information, key dates, grading standards, expectations, requirements, etc. will be posted on Blackboard under “Assignments.”
- b. **Team Participation.** All students are required to participate on a team project.
- c. **Team Project/Team Assignments.** All students are required to participate, contribute and complete team projects and team assignments. All team members receive the same grade for a team project.
- d. **Team Self-Assessment.** As part of participation and contribution, all students are required to complete and submit a “Team Self-Assessment Form” form at the completion of the semester. See Section 17.0 herein for the required Assessment Form.

8.0 RECURRING ASSIGNMENT INFORMATION

There are two types of recurring assignments:

- Recurring Class Assignments
- Special Case Assignments

Recurring class assignments are those assignments that on the Course Calendar. These are typical articles, cases, videos, etc. associated with every class. Special case assignments may be incorporated into the class if client-related projects, data for projects, and other information related is not available.

8.1 Recurring Class Assignment Preparation

a. **Components & Guidelines**

The following applies to all class sessions, except as noted in the Courser Calendar. To help optimize your learning, assignments for each class or module session are composed of four activities:

Activity	Description	Est. Time Commitment
(1) Pre- Class:	Asynchronous preparation	2 hours
(2) During Class:	Synchronous participation	NA
(3) During Breakouts:	Synch-Discuss and develop two questions about the readings and topic	8 to 10 minutes per breakout
(4) Post Breakout:	Synch-Summarize your discussions & present your questions.	5 min presentation by room

b. **Pre-Class Asynchronous**

Asynchronous preparation requires your commitment and dedication to pre-class session learning. Asynchronous exercises involve the following activities:

1. Review the course syllabus and topic for the week/class session.
2. Review the assigned class discussion questions or “Class Pack” posted on BB under “Assignments > Discussion Questions.”
3. Read the assigned case and articles.

4. Create notes to capture your thoughts, at a level appropriate, about the reading/case as related to the discussion questions for your use in class discussions.

c. During- Class Synchronous

Review the course syllabus and topic for the week/class session.

1. Review the assigned class discussion questions posted on BB under “Assignments > Discussion Questions.”
2. Upon assignment, enter your assigned breakout room. The breakout room number corresponds to the question that your chat group is assigned to discuss.
3. Discuss your assigned question. In your discussion, incorporate elements of the lecture, any related videos, and your personal asynchronous learning.
4. Generate notes sufficient to lead a discussion of your question with the full class.
5. Designate a person to lead a discussion of your question with the full class. Breakout room members may contribute.
6. Wrap-up by presenting your two additional discussion questions.

d. Post Breakout- Class Synchronous

1. Review your notes.
2. Generate questions for office hours, if necessary.

8.2 Special Assignments

Special case assignments may be incorporated into the class if client-related projects, data for projects, and other information related is not available. If a special assignment is included in the class, the description, instructions, requirements, grading expectations, due dates, formats, etc. will be posted on Blackboard.

9.0 CLASS CONTRIBUTION & PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course’s learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students’ demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Preparation* – Are you prepared for the class.
- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?
- *Mindfulness* – Are you efficient and mindful of time that you are using with respect to other students and are not monopolizing or diverting class discussions.

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

Points for each in-class session for contribution and participation are earned as follows:

- Two (2) points will be awarded to a student for relevant, insightful and meaningful participation,
- One (1) point for modest (average) contributions to the class and,
- Zero (0) points for no participation or no engagement.

To emphasize the importance of participation, fifteen percent (15%) of the course grade or 30 of 200 points are allocated to class participation.

For any student who does not attend the Zoom session live, you may submit a summary of the class video and two questions about the class material in Word format only not to exceed 200 words as an alternate method of contribution to the class.

The below Class Participation “Behavioral Anchor Rating Scale” is provided for guidance purposes:

Excellent Performance- Two Points per Class

- Initiates information relative to topics discussed
- Is prepared
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students’ contributions

Average Performance- One Point per Class

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, “good” information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance- Zero Points

- Fails to participate even when directly asked
- Is unprepared
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Monopolizes class discussions
- Asks superfluous and non-relevant questions or makes comments not relevant to topic
- Irrelevant discussion

10.0 COMMENTS ON GRADING

10.1 Extra Credit

Due to the number of classes that I teach and the challenges of the on-line environment, there will be no extra credit assignments available this semester.

10.2 General Tips & Comments on Grading Standards for Case Analysis & Written Exercises

Your formal written work will be evaluated based on the course objectives and requirements as provided for each individual assignment. As a general guideline for your use, when assessing and grading your written work and contributions, I generally use multiple criteria and dimensions including, but not limited to:

1. **Hypothesis Driven Problem Solving & Critical Thinking** – Solving complex client problems requires hypothesis driven problem solving skills using abductive, deductive and inductive reasoning methods, as well as

critical thinking:

- a. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
 - b. **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)?
 - c. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
 - d. **Relevance** -- Does your work or comment bear on the subject at hand? That is, are you staying within the scope of the assignment or exercise? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
2. **Associative Thinking/Linkage** – To what extent are your work and comments logical to or with the issue or problem at hand, or scope and objectives of the assignment or project? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “Medici Effect” in your thinking? Are you effectively applying and/or integrating the course concepts in your problem-solving methods?
 3. **Responsiveness** – To what extent is work responsive to the needs of the assignment? Does your work align with and satisfy requirements of the issue or problem at hand, or scope and objectives of the assignment or project? Is your work responsive and compliant to the requirements, scope and objectives of the assignment? Did you follow the instructions and does your work satisfy the directions for the assignment?
 4. **Analysis** – Have you employed the proper set of frameworks and analytical methods? Why did you elect to use a certain framework? To what extent have you properly used and applied key course concepts, method and frameworks and those of other disciplines in responding to the assignment or exam? Have you appropriately used or integrated concepts and methods from other courses?
 5. **Data** - Have you effectively identified the data required to address your assignment? Have you used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
 6. **Interrogative** – Have you thoroughly investigated/interrogated the issues, situations, problems and dilemmas? Have you used critical thinking and hypothesis-driven problem solving methods in your analysis? Are your solutions supportable and responsive?

11.0 TECHNICAL REQUIREMENTS

The following equipment and system requirements are recommended by USC to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
 - Google Chrome
 - Firefox
 - Internet Explorer (not recommended)
 - Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System (MarshallTALK)**
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems (MyMarshall, Marshall Outlook email)**
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “**Help**” link on the upper right.
 - Log in using your Marshall username and password.
(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

12.0 CLASSROOM POLICIES

1. 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, Fox Business and other business news services.
2. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.
 - a. **Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. Please advise me if you have circumstances under which you will not be able to meet these expectations.**
 - b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.
 - c. In addition, for any student who does not attend the Zoom session live, you may submit a summary of the class video and two questions about the class material in Word format only not to exceed 200 words as an alternate method of contribution to the class.
3. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
 - a. Please do:
 - i. Log into class early or promptly
 - ii. Arrange to attend class where there is a reliable internet connection and without distractions
 - iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - iv. If you use a virtual background, please keep it respectfully professional.
 - v. Display both your first and last name during video conferencing and synchronous class meetings.
 - vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - vii. Engage in appropriate tone and language with instructors and classmates.
 - b. Please try **not** to:
 - i. Engage in a simultaneous activity not related to the class.

- ii. Interact with persons who are not part of the class during the class session.
- iii. Leave frequently or not be on camera for extended periods of time.
- iv. Have other persons or pets in view of the camera.

4. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

5. **Copyrights & Permission.** “Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other usual non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.”¹

I UNDERSTAND NOT TO COPY, DISTRIBUTE, REPRODUCE, DISPLAY, DISSEMINATE, PHOTOGRAPH OR REPACKAGE ANY COURSE MATERIALS, INCLUDING RECODRNG OF CLASS VIDEOS, BLACKBOARD POSTINGS, ALL EXAMS, QUIZZES, AND ASSIGNMENTS, IN ANY FORM, INCLUDING ELECTRONIC, VERBAL, TEXTUAL, OR OTHERWISE.

13.0 COURSE NOTES & POSTINGS

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

- a. It is your responsibility and *SOLELY* your responsibility to frequently check Blackboard (BB) for announcements, updates and materials and to also check your email for communications from me and to verify the date, time and location of assignments, exercise, ELC sessions, exams and the final exam.
- b. **DO NOT rely on posting of notes or Power Point slides.** I rarely use slides in my lectures and I rarely post any slides or notes.
- c. **DO NOT** video tape me, record me or transmit, post or stream my likeness, lectures, exams, exercises assignments, etc., on any media, to anyone else or entity, in any way, using any technology, including but not limited to electronic or otherwise, unless you have my specific written permission. Lecture material is proprietary to me and is my intellectual property.

14.0 ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES

14.1 General Policies

- a. **Assignment Submission Policy.** Assignments must be turned in at the posted due date/time. 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).

14.2 Make-up Policies

Make-up policies vary by assignment. Please be aware of the following:

- a. **Assignments.**
- b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions in Section 9.0 herein.
- c. **ELC Sessions.** ELC sessions are scheduled far in advance and require the coordination and oversight of USC’s ELC’s experts and specialists. ELC sessions are unique and therefore, sessions cannot be re-scheduled and therefore, there are no make-up sessions or make-assignments. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.

15.0 ACADEMIC CONDUCT & SUPPORT SYSTEMS

¹ <https://policy.usc.edu/scampus-part-c/>. See also, USC Faculty Announcement, Charles F. Zukoski, Provost & Senior Vice President Academic Affairs, August 2, 2020.

15.1 Academic Conduct

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#).

- 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 at <http://policy.usc.edu/scientific-misconduct>.

15.2 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).

15.3 Student 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 and 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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

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 Support and Advocacy - (213) 821-4710

uscса.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.

16.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

As provided in Section 4.0, or compliance purposes, the Course Calendar specifying dates, assignments, exams, schedules, etc. is reproduced in Section 16.0 of this syllabus.

A more user friendly version of this Course Calendar, in Excel, is available for your use on Blackboard > “Syllabus > Course Calendar & Assignments.”

IMPORTANT!

Please note the topics, subjects, content, exam dates, and weekly assignments are dynamic documents and therefore, are, from time to time, subject to minor updates, adjustments and changes...Check BB for updates!

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

THANK YOU!

See you in class!

(Course Calendar is also posted separately on BB under Syllabus.)

MOR 554: FALL 2020- WEEKLY ASSIGNMENTS & READINGS- PROF. MISCHE- HOH 415

Date	Session	Day	TOPIC/SUBJECT	Prod. Code	Source
AUGUST					
PART 1.0: STRATEGIC INNOVATION					
8/20	1	TH	INTRODUCTION TO MOR 554		
			<i>Purchase & download your <u>required</u> course reader from HBSP by pasting the below URL into your browser.</i>		
			Course Reader URL:		
			https://hbsp.harvard.edu/import/746634		
			Asynchronous:		
			<i>Intro. To Strategic Innovation (Optional for those who some innovation background)</i>	2206BC	CR
			<i>Synchronous Assignment</i>		
			<i>Questions Posted for Chatroom Discussion</i>		
8/27	2	TH	CONCEPTS, TERMS & BASIC FRAMEWORKS- PART A		
			Asynchronous:		
			<i>Exploration vs. Exploitation, Module Note</i>	614004	CR
			<i>Dynamic Ambidexterity: How Innovators Manage Exploration and Exploitation</i>	BH815	CR
			<i>How GE Appliances Built an Innovation Lab to Rapidly Prototype Products</i>	HO3RWR	CR
			<i>Putting Innovator's DNA in Practice</i>	8386BC	CR
			<i>Central Dilemmas of Managing Innovation in Large Firms</i>	CMR152	CR
			<i>Synchronous Assignment</i>		
			<i>Questions Posted for Chatroom Discussion</i>		
SEPTEMBER					
9/3	3	TH	DISRUPTIVE INNOVATION AS A STRATEGIC COMPETENCY		
			Asynchronous:		
			<i>What is Disruptive Innovation?</i>	R1512B	CR
			<i>Disruptive Technologies: Catching the Wave</i>	95103	CR
			<i>How Useful is the Theory of Disruptive Innovation</i>	SMR 536	CR
			<i>The DNA of Disruptive Innovators: The Five Discovery Skills That Enable Innovative Leaders to "Think Different"</i>	8369BC	CR
			Form your team		
			<i>Synchronous Assignment</i>		
			<i>Questions Posted for Chatroom Discussion</i>		
			MODULE 2.0: LEADING INNOVATION & THE PDP		
9/10	4	TH	SOURCES OF INNOVATION & MODELS		
			Asynchronous:		
			<i>Special Forces Innovation: How DARPA Attacks Problems</i>	R1310C	CR
			<i>Corporate Accelerators: Building Bridges Between Corporations and Startups</i>	BH744	CR
			<i>IDEO: Human-Centered Service Innovation</i>	615022	CR
			<i>Case- Open Innovation at Siemens</i>	613100	CR
			<i>Case: GE's ecomagination Challenge: An Experiment in Open Innov.</i>	B5672	CR
			<i>Synchronous Assignment</i>		
			<i>Questions Posted for Chatroom Discussion</i>		

10/29	11	TH	APPLICATIONS OF AI FOR COMPETITIVE ADVANTAGE		
			Asynchronous:		
			<i>Exploring the Impact of Artificial Intelligence: Prediction vs. Judgment</i>	ROT376	CR
			<i>How Intelligent is Watson? Enabling Digital Transformation Through Artificial Intelligence</i>	BH1017	CR
			<i>Synchronous Assignment</i>		
			<i>Questions Posted for Chatroom Discussion</i>		
			MODULE 4.0: SOCIAL CHANGE THROUGH INNOVATION		
NOVEMBER					
11/5	12	TH	SUCCESS & FAILURE IN INNOVATION		
			Asynchronous:		
			<i>Measuring & Managing Innovation Strategy with Innovation BSC</i>	B0707A	CR
			<i>Why Most Product Launches Fail</i>	F1104A	CR
			<i>Build an Innovation Engine in 90 Days</i>	R1412C	CR
			<i>Innovation Metrics</i>	4556BC	CR
			<i>Synchronous Assignment</i>		
			<i>Questions Posted for Chatroom Discussion</i>		
11/12	13	TH	COURSE WRAP-UP		
			Asynchronous:		
			<i>Beware of the Next Big Thing</i>	R1405B	CR
			<i>Disruptive Innovation for Social Change</i>	R0612E	CR
1/19/20?	14	TH	FINAL EXAM: As Scheduled for THURSDAY, NOVEMBER -		
			The Final Exam is mandatory for all students...no exceptions!		
			Usually multiple choice w/ 40 to 50 questions		
			See Syllabus for grade weighting information		
			Only valid USC exceptions, needs, etc. will be granted		
			<i>Final Exam will be Blackboard-based</i>		
			<i>It is your responsibility to check BB & confirm the final exam date!</i>		

17.0 TEAM SELF-ASSESSMENT FORM

Rubric for Assessing Group Members- Ability to Participate Effectively as Part of a Team

Rater: _____

Group: _____

Date: _____

Topic: _____

(Circle the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs to Improve (2)	Unacceptable (1)	Missing (0)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Sometimes restates what others say before responding; sometimes interrupts; sometimes asks for others contributions; sometimes makes eye contact.	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; sometimes converses with others when another team member is speaking	Doesn't restate what others say when responding; often interrupts; doesn't ask for contributions from others; is readily distracted; often talks with others when another team member speaks	Never shows up and never contributes.
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejecting	Sometimes listens to others' ideas without interrupting; generally, responds to the ideas	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures	Never shows up and never contributes.
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically, does not complete assignments; typically comes to team sessions without necessary documents and materials	Never shows up and never contributes.
Contribution	Always contributes; quality of contributions is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contributions is fair	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions	Never shows up and never contributes.
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session & each project, keeps team on schedule, leads collaboration, integration of	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for session or project	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team	Never shows up and never contributes.

18.0 EXAMPLE GRADING CRITERIA

EXAMPLE GRADING CRITERIA

(Provided for example and information purposes only & subject to change).

Understanding of Question & Assignment (25 Pts.)

Do you understand the question and assignment; did you:

- Restate the question properly
- Provide supporting documentation for your analysis of questions & issues
- Effectively articulate why the question is important and relevant given your company's current position
- Did you effectively identify and define the critical issues facing your company and did you properly related those issues to your critical questions?

Depth & Thoroughness of Analytical Approach (40 Pts.)

To what extent was your analysis thorough and useful; did you effectively apply course concepts by performing or articulating:

- Research approach
- Planned use of relevant facts & research sources
- Planned Approach & Work Plan was logical
 - Task Plan
 - Scheduling
- Appreciation for situation, realities and limitations (operational, competitive, financial, shareholder, regulatory, labor, other stakeholders)
- Avoidance of the stated obvious (we know that Ford makes cars and that Toyota is a competitor)
- Relating research and facts to your question, supplementary questions and issues
- Proposed use of analytical techniques and why those techniques are appropriate
- Insightfulness and perspective into the issues, problems and realities facing Ford (what's really happening to this company and why)
- Demonstration of causality with a clear logical path and "results"

Format & Presentation Quality (20 Pts.)

To what extent is your presentation PROFESSIONAL and indicative of executive communication skills:

- Presentation and ES are easy to read, logical and well written
- Analysis and research are documented (no glib statements)
- Material is professional and client ready
- Presentation was delivered well, everyone participated, all team members were introduced and had a role.
- Transitions to new concepts, ideas, and topics were smooth
- Team members were relaxed and accessible
- Q&A was responsive and lively
- "Wow" Factor... "X" Factor... "IT" Factor

Executive Summary (15 Pts.)

- Clear, concise, engaging, meaningful.
- Communicative and appropriate for C-level leadership
- Proper structure, logic, language and readability

TOTAL POINTS (out of 100 possible):

CONVERSION TO LETTER GRADE: