**ACAD 182 Case Studies in Disruptive Innovation**

**Units:** 4

**Meeting Times: Mon + Wed (6:00 – 7:50 PM)**

**Room: IYH 212**

**Instructor: Scott Armanini**

**Contact Info:** [**sarmanin@usc.edu**](mailto:sarmanin@usc.edu)

**415.999.4700**

**Office: IYA 1st floor common area**

**Office Hours: By appointment** [**https://calendly.com/armanini/15min**](https://calendly.com/armanini/15min)

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

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

**Contact Info:**[iyhelp@usc.edu](mailto:iyhelp@usc.edu), 213-821-6917

**Course Description:**

Employing a case-study methodology, students analyze the artistic, technological, and entrepreneurial factors and address the conceptual, ethical, and logistical issues that lead to disruptive innovation.

**Learning Objectives:**

The course objectives focus on:

**Business Models**:

1. Be able to describe what a business model is and how it is useful in increasing profitability
2. Be able to create a business model using the Business Model Canvas
3. Understand how to perform a value chain analysis to identify areas for outsourcing and other areas for creating a sustainable competitive advantage.

**Value Propositions**:

1. Be able to describe what a value proposition is and how it relates to the Jobs to Be Done
2. Be able to create a value proposition using the Value Proposition Canvas
3. Understand the difference between value propositions in Red Oceans and Blue Oceans.

**Scaling Up:** Identify large addressable markets beyond the early adopters with a unique and differentiated lean business model that is sustainable in the face of competition.

1. Critically evaluate the concepts of “crossing the chasm” by Geoffrey Moore.
2. Understand the dynamics fueling and limiting growth in a platform-based business with strong network effects.
3. Understand the benefits and risks of CEO succession, adding new members to the senior management team and cultural change when trying to cross the chasm.
4. Understand the importance of coherence and consistency in a company’s choice of target audience, value proposition, and go-to-market strategy.
5. Understand how the job to be done does/does not work in identifying early-stage adopters.
6. Be able to use economic factors in analyzing two-sided platform business models.
7. Be able to assess the strength of network effects, the extent of multihoming and/or switching costs, and barriers to entry in business models.

**Agile and Scrum:**

Perform project planning in an Agile Scrum team taking on the roles of *Scrum Master, Architect, Product Owner,* and *team member*.

1. Understand how to organize an Agile Scrum team.
2. Understand the role responsibilities of each team member.

**Business Plan:**

1. Understand how to **develop** a business plan.
2. Understand how to **prepare the key financial statements** included in a business plan.
3. Understand how to **prepare the key financial statement projections** included in a business plan.

**In addition to these main learning objectives students will also engage in:**

**Critical thinking**: Develop the awareness to identify problems and opportunities, create hypotheses, gather data through primary and secondary research sources, and draw conclusions in environments of high uncertainty.

**Collaboration**: Share ideas and form group work products in impromptu and organized team environments without formal structure.

**Communicate effectively**: Create and deliver concise, compelling oral and written presentations; convey the essence of the critical thinking process and defend conclusions rationally.

**Quantitative business analysis:** Link abstract ideation and innovation management theory to standard financial metrics to assess both concept viability and actual performance.

**Prerequisite(s) / Co-Requisite(s) / Concurrent Enrollment: N/A**

**Recommended Preparation**: Student should have a passion for innovation in general, and disruptive innovation (new technology + new business model) in particular.

**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](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 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](https://www.mendeley.com/?interaction_required=true) 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](https://en.wikipedia.org/wiki/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](http://www.ravizzalab.com/uploads/7/5/3/2/75323383/ravizza_hambrick___fenn__2014_.pdf) 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.*

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.

**Scholarships are Available:**

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.

**ACAD 182 Required Readings:**

Unless otherwise specified, the following readings are available online, or in major bookstores.

**1)** [**ACAD 182 Disruptive Innovation (Fall 2021)**](https://hbsp.harvard.edu/import/856207)

**Harvard Business School Publishing (HSBP) CoursePack ($68.62)**

<https://hbsp.harvard.edu/import/856207>

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](mailto:custserv@hbsp.harvard.edu)).

2) ***Getting to Wow! Silicon Valley Pitch Secrets for Entrepreneurs***, Bill Reichert, Angelika Blendstrup. Independently published (January 25, 2021).

ISBN-13: ‎ 979-8590166336

3) ***Value Proposition Design: How to Create Products and Services Customers Want,*** Alexander Osterwalder, Yves Pigneur, Gregory Bernarda, Alan Smith, Trish Papadakos (Designed by). Wiley.

**ISBN:**  9781118968055

First 100 pages are free:

<https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf>

**Technological Proficiency and Hardware/Software Required**

PowerPoint and/or Keynote and/or Google Slides will be necessary for deliverables that include presentations. In addition, Adobe CC is suggested, though not required for visual rendering of ideas.

**Assignment/Grading Breakdown and Scale**

Students should expect roughly 8 hours/week of work outside of class time. The following is a breakdown of grading policies. The course will consist of a range of individual and team-based assignments in order to provide hands-on experience in Business Design including, but not limited to facilitation, business model innovation, the development of narratives and stories that bring business models and systems designs to life, strategic foresight methodologies, and co-creative design methodologies that increase participation and community buy-in.

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| **Deliverable** | **Points** | **Percentage** |
| Individual Assignment 01  Mt. Everest (video) | 50 | 5% |
| Individual Assignment 02  Business Model Canvas | 50 | 5% |
| Individual Assignment 03  Value Proposition Canvas | 50 | 5% |
| Team Assignment 01  Mt. Everest | 50 | 5% |
| Team Assignment 02 | 50 | 5% |
| Team Assignment 03  Business Model Redesign | 50 | 5% |
| Individual Reflections (on 10/12 Cases) | 150 | 15% |
| Midterm Presentation (Major Assignment)  Your Big Idea | 150 | 15% |
| Final Presentation (Major Assignment) | 150 | 15% |
| Final Project Deliverable (Major Assignment) | 150 | 15% |
| Participation | 100 | 10% |
| **Totals** | **1000** | **100%** |

**Description of Assignments**

**Individual Assignment 01** - Students will create a 3-5 minute video about their experience with the Mt. Everest simulation

**Individual Assignment 02** - Students will develop a ***Business Model Canvas*** based on the personal or societal issue presented in Individual Assignment 01.

**Individual Assignment 03** - Students will a ***Value Proposition Canvas*** based on Assignment 02

**Team Assignment 01** - Working in teams, students will develop a business analysis for their ***Big Idea***.

**Team Assignment 02** – TBD, based on your ***Big Idea***.

**Team Assignment 03** - TBD, based on your ***Big Idea***.

**Midterm Presentation – *Your Big Idea – Business Model Design*:** Students will develop a business model that draws upon all of the material in the course to-date. The business model will serve as a ***proposed solution to a HUGE or societal problem***. The presentation will include both the desired impact and revenue goals.

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| **Project Timeline:**   * Week 06: Proposal/Outline * Week 07: Presentation * Week 07: Deliverables (Pitch Deck) | **Project Grading:**   * Proposal/Outline: 10% * Presentation: 60% * Deliverables (Pitch Deck): 30% |

**Final Presentation & Final Project Deliverable – Your Big Idea: *Preemptive Business Model Design*:** Students will work individually or as a team in order to develop a business model, plan, and supporting visual that draws upon all of the material in the course to-date. The business model will serve as a ***proposed solution to a problem that does not exist yet***. As a result, the model will include a ***future forecast*** with supporting research to justify the vision. In addition, students will develop a plan that details ***how the model would operate as well as its greater impact***. Finally, the final will include a visual to support the vision.

**Class Participation**

Students are expected to participate actively in class and in team assignments.

**Assignment Rubrics**

Assignment Rubrics vary per assignment. Please check with the instructor to ensure you have a clear understanding of what is expected of you for each assignment.

**Assignment Submission Policy**

Unless otherwise noted, all assignments are due prior to the class session in which it will be discussed or presented. Assignments may be submitted over email or Blackboard, and students will be informed of the submission platform prior to the commencement of the assignment. In the case of group assignments that have team-based deliverables, presentations will take place during the class session and all slides/deliverables are due before the end of that session.

**Course Schedule: A Weekly Breakdown**

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| Week and Dates | Topics/Daily Activities | Readings and Homework | Deliverable/Due Dates |
| Week 01  Monday, Aug 23 | Course Overview: What is Disruptive Innovation? | [***Clay Christensen: The Jobs to be Done Theory***](https://www.youtube.com/watch?v=Stc0beAxavY) |  |
| Week 01  Wednesday, Aug 25 | Case #1: Oakland Athletics | **Read and/or Watch: *Moneyball*** and/or [***HBSP Case***](https://hbsp.harvard.edu/product/SPM53A-PDF-ENG) |  |
| Week 02  Monday, Aug 30 | Simulation: Mt. Everest | [**In-Class: Climb Mt. Everest**](https://hbsp.harvard.edu/product/8867-HTM-ENG?Ntt=everest) | **Individual Assignment 01**:  Mt. Everest (reflection)  Due Sunday, Sept 5 |
| Week 02  Wednesday, Sept 1 | Case #2: Zappos | **Read:**  [*Tony Hsieh at Zappos: Structure, Culture and Radical Change*](https://hbsp.harvard.edu/product/IN1249-PDF-ENG) |  |
| Week 03  Monday, Sept **6** | **No Class – Labor Day** |  |  |
| Week 03  Wednesday, Sept 8 | Designing Business Models | **Watch:**  [***Business Model Canvas***](https://vimeo.com/78350794) | **Individual Assignment 02**:  Business Model Design  Due Sunday, Sept 12 |
| Week 04  Monday, Sept 13 | Designing Value Propositions    Case #3: Electric Vehicles | **Read:**  [***Value Proposition Design***](https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf)  Reading Selection 01;  [*The New War of the Currents: The Race to Win the Electric Vehicle Market*](https://hbsp.harvard.edu/product/UV8191-PDF-ENG) |  |
| Week 04  Wednesday, Sept 15 | Narrative & Storytelling in Business Model Design | **Read:**  [***Value Proposition Design***](https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf)  Reading Selection 02; | **Individual Assignment 03:**  Value Proposition Design - Due Sunday, Sept 19 |

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| Week and Dates | Topics/Daily Activities | | Readings and Homework | | Deliverable/Due Dates |
| Week 05  Monday, Sept 20 | | Case #4: Zipline | | **Read:**  [*Zipline: The World's Largest Drone Delivery Network*](https://hbsp.harvard.edu/product/721366-PDF-ENG) |  |
| Week 05  Wednesday, Sept 22 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** |  |
| Week 06  Monday, Sept 27 | | Case #5: The Black New Venture Competition | | **Read:**  [*The Black New Venture Competition*](https://hbsp.harvard.edu/product/821029-PDF-ENG) | **Midterm Presentation Proposal / Outline** for your Big Idea– Monday, Sept 27 |
| Week 06  Wednesday, Sept 29 | | Case #6: Women Entrepreneurs | | **Read:**  [*Women Entrepreneurs and Tech Ecosystems: One City, Two Realities, and Four Diverse Women*](https://hbsp.harvard.edu/product/321083-PDF-ENG) |  |
| Week 07  Monday, Oct 4 | | Case #7: Zoom | | **Read:**  [*Zoom: The Challenge of Scaling with COVID-19 on the Horizon*](https://hbsp.harvard.edu/product/B5961-PDF-ENG)  [*Zoom: Pivoting to Serve the Surge of COVID-19 Users*](https://hbsp.harvard.edu/product/B5962-PDF-ENG) |  |
| Week 07  Wednesday, Oct 6 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** | **Midterm Presentation and Deliverable** for your Big Idea - Wednesday, Oct 6 |
| Week 08  Monday, Oct 11 | | Case #8: Yuser | | **Read:**  [*Yuser: Funding Start-up Growth with Token Issuance?*](https://hbsp.harvard.edu/product/W20868-PDF-ENG) |  |
| Week 08  Wednesday, Oct **13** | | **No Class – Fall Recess** | |  |  |
| Week 09  Monday, Oct 18 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** | **Team Assignment 01**:  Due Sunday, Oct 24 |
| Week 09  Wednesday, Oct 18 | | Case #9: Mobileye | | **Read:**  [*Mobileye 2021: Robotaxi and/or Consumer AV?*](https://hbsp.harvard.edu/product/721481-PDF-ENG) |  |

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| Week and Dates | Topics/Daily Activities | | Readings and Homework | | Deliverable/Due Dates |
| Week 10  Monday, Oct 25 | | Case #10: Relativity Space | | **Read:**  [*Relativity Space: Rocketing into the Future of Manufacturing*](https://hbsp.harvard.edu/product/SCG575-PDF-ENG) |  |
| Week 10  Wednesday, Oct 27 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** | **Friday – Sunday, Oct 29-31**  **Homecoming Weekend** |
| Week 11  Monday, Nov 1 | | Case #11: SpaceX’s Starlink | | **Read:**  [*SpaceX: Starlink's Uncertain Demand Trajectory*](https://hbsp.harvard.edu/product/W21036-PDF-ENG) | **Team Assignment 02**:  Due Sunday, Oct 31 |
| Week 11  Wednesday, Nov 3 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** |  |
| Week 12  Monday, Nov 8 | | Case #12: TikTok | | **Read:**  [*TikTok in 2020: Super App or Supernova?*](https://hbsp.harvard.edu/product/821087-PDF-ENG) |  |
| Week 12  Wednesday, Nov 10 | | Disruptive Innovation:  Business Model Redesign | | **In-Class Project** |  |
| Week 13  Monday, Nov 15 | | Disruptive Innovation:  Business Model Redesign | | **In-Class Project** |  |
| Week 13  Wednesday, Nov 17 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** |  |
| Week 14  Monday, Nov 22 | | In-Class Work Time  and 1:1 Meetings | |  | **Final Presentation Proposal / Outline** - Due Monday, Nov 22 |
| Week 14  Wednesday, Nov 24 | | **No Class – Thanksgiving** | |  | **Nov 25 – Thanksgiving** |
| Week 15  Monday, Nov 29 | | Final Presentations: Preemptive Business Model Design | | Final Presentation and Deliverable Prep. | **Final Presentation Due:**  **Big Idea Business Model Design**. - Due Sunday, Nov 30 |
| Week and Dates | Topics/Daily Activities | | Readings and Homework | | Deliverable/Due Dates |
| Week 15  Wednesday, Dec 1 | | Disruptive Innovation:  Your Big Idea | | **In-Class Project** |  |
|  | | *STUDY DAYS:* Final Presentation and Deliverable Prep. | | *STUDY DAYS:*  Final Presentation and Deliverable Prep. |  |
| **Finals**  Monday, Dec 13  2:00 – 4:00 PM | |  | |  | **Final Deliverables Due:**  **Big Idea Business Plan**  - Due Finals Week – Monday, Dec 13 |

**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](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

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

[engemannshc.usc.edu/counseling](https://engemannshc.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](http://www.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) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

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

***Office of Equity and Diversity (OED) | Title IX*** *- (213) 740-5086*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of 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.

***Bias Assessment Response and Support*** *- (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

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

[dsp.usc.edu](http://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*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

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](https://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](http://dps.usc.edu/), [emergency.usc.edu](http://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](http://dps.usc.edu/)

Non-emergency assistance or information.

**USC Student Health**

<https://studenthealth.usc.edu/>

**Trojan Check**

<https://trojancheck.usc.edu/login>

Log in with your USC NetID

**Related Resources**

[USC COVID-19 Resource Center](https://coronavirus.usc.edu/)

COVID-19 testing is available at USC:

Students, Faculty and non-Keck Medicine Employees

**213-740-9355 (WELL)**

**For questions or concerns please contact:**

COVID-19 hotline: **213-740-6291**

Email: [**covid19@usc.edu**](mailto:covid19@usc.edu)

**COVID Campus Notifications**

<https://coronavirus.usc.edu/covid-19-notifications/>

**USC Student Health**

<https://studenthealth.usc.edu/pop-testing-hours-and-locations/>

**TrojanLearn**

Health, Hygiene and Safety for Students

Last Updated 08/09/2021

<https://trojanlearn.csod.com/ui/lms-learning-details/app/course/9effb3b3-c789-4c53-9144-e2a4090ca422>