USCMarshall
School of Business

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USC MARSHALL SCHOOL OF BUSINESS
MOR 554: LEADING INNOVATION & CHANGE
SUMMER 2022
WEDNESDAY
6:00 to 10:00PM
MAY 25 to AUGUST 2, 2022
Meets in JFF 202
3.0 Units

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Instructor:	Michael A. Mische, MBA, MS, CAI
Physical Office:	Hoffman Hall, 415
Office Hours:	Wednesday & Thursday 3:00 to 5:30 PM. Also by appointment in-person or on Zoom.
Office Phone:	213.740.0728
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Meeting ID:	859 558 9902

COURSE DESCRIPTION

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"If a company had only one competency, it must be the ability to innovate."
Peter Drucker

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

WELCOME TO MOR 554! This is a course about how firms go about the process of *leading* to create, manage, and implement innovation in organizations. For long term sustainability and self-determinism, innovation is the most essential and perhaps, the most fragile, competency that a company can have. History is all too clear in its warning: firms, governments, nations and societies that fail to innovate, invariably and inevitably, fail. Innovation is a great driver of survival, change and transformation and as such, innovation must be a core competency of any great organization, government or society and endemic to the culture of the organization and its leadership.

COURSE OBJECTIVES, ORGANIZATION & SUBJECT MATTER

Course Description

MOR 554 course design and contents have been specifically developed from the "CEO perspective" to provide you, the MBA/MS candidate, with the skills necessary to manage and lead innovation and make rational and sound decisions about innovation and innovation projects in your organization. MOR 554 is not a course on "how to be individually innovative or creative." 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 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.

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. How can an organization create and sustain innovation?
4. Why do so many innovation projects fail?
5. What are the sources of innovation?
6. How do emergent, incremental, continuous, disruptive, and destructive innovation differ?
7. How is innovation best measured?
8. What types of organizational structures are best aligned/supportive of/with high- performance innovation?
9. What is the role of an innovation incubator?
10. How do innovation accelerators work?
11. How do "open" and "closed" innovation differ and under what conditions should each be used?

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. Upon successful completion of this course, students will be able to:

MOR 554- COURSE OBJECTIVES
1- Apply basic executive competencies & professional acumen as related to innovation.
2- Explain key innovation and change concepts.
3- Apply critical thinking to innovation and how innovation can enable change exercises.
4- Apply hypothesis problem diagnosis & problem-solving skills.
5- Describe of innovation and how innovation creates strategic and economic advantages.
6- Describe your understanding of the various types of innovation and sources of innovation.
7- Articulate and advance your managerial acumen as related to the application of course concepts and results from the ELC & Exercises for innovation.
8- Describe your expertise, knowledge and proficiency of the various tools and methods available to initiate and lead strategic innovation.
9- Demonstrate your critical thinking, analytical skills and hypothetical problem-solving capabilities as applied to course concepts and content related to innovation and leading innovation.
10- Explain the basic concepts related to managing innovation in different industries and scenarios.
11- Describe how to best measure innovation and allocate limited resources to innovation to generate optimal results.
12- Effectively access and utilize research and literature in innovation.
13- Effectively apply course concepts to innovation problems and scenarios.
14- Discuss and apply innovation in a strategic context.
15- Apply innovation concepts to strategic & societal change.
16- Effectively collaborate on a consulting team via exercises.
17- Effectively communicate complex problems & solutions.

Course Organization

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

MODULE 1: UNDERSTANDING INNOVATION	MODULE 2: LEADING INNOVATION	MODULE 3: PRODUCT DEVELOPMENT	MODULE 4: IMPLEMENTING INNOVATION

Additionally, a special topic has been added at the end of the course on AI and Innovation. Specific course content by module includes, but is not limited to the following:

MODULE 1.0: UNDERSTANDING 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.

MODULE 2.0: LEADING INNOVATION

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: PRODUCT DEVELOPMENT

In this module, we discuss the process of leading the innovation effort to create products and processes. Some of the topics addressed in this module include, but are not limited to:

(1) Identifying and understanding the sources of innovation,

(2) Defining the strategic intent and implications of transformational, episodic and transactional innovation,

(3) Defining and discussing a standard PDP phase gate methods vs. spontaneous methods for managing innovation and product development,

(4) Leading practices designed to foster creativity, open innovation vs. closed innovation,

(5) Identifying and assessing internal barriers to innovation and how-to best address resistance, and

(6) Assessing the strategic and financial impact of innovation.

MODULE 4.0: IMPLEMENTING INNOVATION IN ORGANIZATIONS & SOCIETY

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

(1) Implementation considerations and factors,

(2) How and what leaders can do to implement sustainable innovation,

(3) How innovation and society interact,

(4) Creating social innovation,

(5) Disruptive innovation's impact on society.

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

4.0   EXPECTED LEARNING OUTCOMES

MOR 554 is oriented to the practical business matters of innovation, leading innovation and creating change and competitive advantage through innovation. This course will help you develop skills and thought processes related to leading innovation for strategic advantage and change in both business and society. At the conclusion of the course, you should have a **proven** knowledge and basic managerial skill set of how to manage and lead innovation for strategic competitive advantage in an organization and for societal change and value.

To help you track and assess your individual learning and progress, complete this little exercise. Rate your competencies and knowledge for each of the below on a scale of 1=low to 5= high on a before taking the class and after taking the class and see how much you learned and progressed.

MOR 554- SELF ASSESSMENT COURSE LEARNING OUTCOMES	BEFORE CLASS	AFTER CLASS
MOR 554- COURSE OBJECTIVES		
1- Demonstrate basic executive competencies & professional acumen as related to innovation.		
2- Explain key innovation and change concepts.		
3- Apply critical thinking to innovation and how innovation can enable change exercises.		
4- Apply hypothesis problem diagnosis & problem-solving skills.		
5- Describe of innovation and how innovation creates strategic and economic advantages.		
6- Describe your understanding of the various types of innovation and sources of innovation.		
7- Articulate and advance your managerial acumen as related to the application of course concepts and results from the ELC & Exercises for innovation.		
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17- Effectively communicate complex problems & solutions.		

COURSE TEXT, STUDENT SUPPORT & RESOURCES

Required Resources

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 <u>MANDATORY</u>. 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 below link into your browser:

https://hbsp.harvard.edu/import/940642

(Note, if for some reason, you are having problems accessing the HBSP via the provided link, then change browsers, clear memory/cache or shut-down your current browser and then 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 provided herein. A more user-friendly version, in Excel, is available for your use on **Blackboard > Syllabus > Course Calendar & Assignments.**

Additional Resources (Recommended, but Not Required)

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

a. Mische, Michael A. *CasePro: The Consultant's Critical Thinking Approach to Case Analysis*. Cognella, Inc. (2022) https://store.cognella.com/83137-1A-009
b. Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
c. USC's Statement of Ethics https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
d. AICPA Code of Professional Conduct-http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf.
e. Institute of Management Consultants: http://www.imcusa.org/?page=ETHICSCODE.
f. USC's Final Examination Schedule: https://classes.usc.edu/term-20222/classes/mor/

PERFORMANCE ASSESSMENT & GRADING

Grading

Grading will be competitive and rigorous. Not everyone will earn an "A" or "A-" and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or your effort. This is a professional competency class and therefore, is highly competitive class and your final grade is performance and results based.

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. As with all semesters, there may or may not be a curve for final grading. The use of a curve is entirely at the discretion of the instructor.

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 3.4). 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.

Grading Components

This course has four grading components:
(1)   Exam 1- Quiz,
(2)   Exam 2- Midterm,
(3)   Exam 3- Final, and
(4)   Project Case Team Assignment.

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

554- GRADING COMPOSITION		
GRADE COMPONENT	**WEIGHTING**	**TYPE**
Exam 1- Quiz	15%	MC on BB
Exam 2- Midterm	25%	MC on BB
Exam 3- Final	35%	MC on BB
Subtotal	75%	
Team Project	25%	As posted
Total:	**100%**	

(All dates are "approximate" and subject to change. Based on schedules, class performance and other factors, I may adjust 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. Please watch for any updates to the Course Calendar and dates.

Project Case Team Assignment
In addition to the exams, MOR 554 has a Project Case Team Assignment component as part of your final grade. For this class:
- Students are randomly assigned to teams by the professor.
- Teams are limited to 6 students per team.
- Students are expected to work collegially and collaboratively.
- Teams are provided the opportunity to work on a complex, real-life social or commercial project/ case to which they apply the concepts, theories and methods of MOR 554.
- Teams are provided individual coaching sessions.
- Teams are also provided a separate, optional coaching session held on a non-class day.
- Individual team performance and contribution is subject to peer assessment by members of the team. In this manner, students experience the process of performing formal performance assessments and also receiving assessments.
- See Team Self-Assessment Rubric for example criteria and explanations.

Project Case Assignments are team graded and are assessed using multiple criteria that are similar to internal review processes in management consulting. As provided below, each criterion is weighted and a composite total score is generated and provided.

POLICIES

Exam Information
  a. **Exams Format & Process**. As noted, all exams are multiple choice. 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. **Study Guides (SG).** As noted, a comprehensive study guide is published <u>ahead</u> 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.

c. **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.

d. **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.

e. **Dates for Exams.** Dates for exams are scheduled in "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.

f. **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.

g. **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.

Exam Policies
a. **Your Responsibility for Exams**. Unless specifically notified in writing, you are required to take all scheduled 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.

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) calendar 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- Grade Question." Failure to use the proper submission format could result in a non-response from me.

MISCHE'S COACHING TIPS- PREPARING FOR & PERFORMING IN CLASS

Preparing for class is essential to performing in class. Below are some coaching tips to help you prepare for class and performing in class:

	Activity	Description	Est. Time Commitment
(1)	Pre- Class:	Before class preparation	As needed, per assignment.
(2)	During Class:	In-class participation	As incurred.
(3)	In-class Breakouts:	Reading or Case Discussion Questions	8 to 10 minutes per breakout.
(4)	In-class Discussion:	Summarize & present your discussions	5-7 min discussion by each team.

a. Pre-Class Preparation
Pre-class preparation requires your commitment and dedication to learning before class. Pre-class activities include:
   1. Reviewing the course syllabus and topic for the week/class session.
   2. Reviewing the assigned class discussion questions or "Class Pack" posted on BB under "Assignments > Discussion Questions."
   3. Reading the assigned case and articles.
   4. Creating personal 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.
   5. Developing 3 questions for each reading/case and bring those to class.

b. During Class
   1. Come to class, relaxed and ready to participate and contribute.
   2. Quickly review the assigned class discussion questions posted on BB under "Assignments > Discussion Questions."

c. In-class Breakout
   1. Upon in-class team discussion assignment, organize your team. Your discussion team number corresponds to the question that your team is assigned to discuss.

2. Discuss your assigned question. In your discussion, incorporate elements of the lecture, any related videos and readings, and apply key course concepts.
3. Generate notes sufficient to lead a discussion of your question with the full class.
4. Designate a person to lead a discussion of your question with the full class. All members may contribute.
5. Wrap-up your team meeting by developing two additional discussion questions.

d. In-class Discussion
1. Review your notes.
2. Lead discussion of your question.
3. Generate questions for follow-up classes or office hours, if necessary.
4. Have fun leading the discussion.

CLASS CONTRIBUTION & PARTICIPATION

Class engagement, contribution and participation are extremely important parts 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. My expectation and those of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class contribution and participation are 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…and I'm open to various methods.

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*. The below Class Participation "Behavioral Anchor Rating Scale" is provided for guidance and example purposes:

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

Unacceptable Performance
- Fails to participate even when directly asked
- Is unprepared
- Provides 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
- Engages in or provides irrelevant discussion, comments or insights

COMMENTS & GUIDANCE ON GRADING

GPA Expectations

For this course, you can expect an overall class GPA of **3.3** to **3.4**, therefore, competition for high grades will be very intense. Grading is based on your total score for exams, projects and contribution, which is then ranked highest to lowest to determine your final grade assignment.

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

Impress me…simple. 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. **Diagnostics & Definition-** Have you properly and accurately diagnosed the case and its dilemmas and problems and have you adequately and clearly described/defined the results of the diagnostic?

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

c. **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)?

d. **Application –** Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?

e. **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?

CLASSROOM POLICIES

1. **In General.** 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. All students are expected to:
   a. Come to class prepared to discuss the readings and cases.
   b. Feel free to participate and constructively contribute to all classes at all times.
   c. Bring your energy.
   d. Bring your curiosity and questions.
   e. Participate and contribute when called upon.

2. **In the Classroom.** Class attendance and participation is important in developing a coherent view of the materials covered in the course. In-person attendance involves:
   a. Being socially responsible and respectful.
   b. Being present and engaged in the class and not texting or emailing during lectures.
   c. Not using your cell phones or listening to other material or content using your ear plugs.

d. Avoid eating food in class.
e. Coming to class on time.
f. Acting like a responsible adult and Trojan.
g. Be Happy!

3. 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 <u>may subject an individual or entity to university discipline and/or legal proceedings</u>."[1]

COURSE NOTES, PPTs & 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 <u>frequently</u> 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. Do the readings!

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 and likeness are proprietary to me and are my intellectual and personal property.

d. Either USC or I will post video content of the lectures for you on BB.

ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES
General Policies

a. **Assignment Submission Policy.** Assignments must be turned in at the posted due date/time. Any assignment turned in late <u>may</u> be subject to an <u>automatic</u> full grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).

b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions and guidance provided herein.

c. **ELC Sessions (If Applicable).** 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 <u>cannot be re-scheduled</u> and there are no make-up sessions or make-up assignments. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.

d. **Retention of Graded Coursework.** Final exams and all other graded work, which affected your course grade, will be retained for one year after the end of the course, **if** the graded work has not

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[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.

been returned to the student (i.e., if I returned a graded paper or exam to you, it is your responsibility to retain it…no exceptions).

ACADEMIC CONDUCT & SUPPORT SYSTEMS

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.

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.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 for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

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, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

The Course Calendar specifies the dates, assignments, exams, schedules, etc. A more user-friendly version, 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: LEADING INNOVATION & CHANGE SUMMER-2022 WEEKLY ASSIGNMENTS & READINGS		
			PROF. MICHAEL A. MISCHE		
			Mische Office & Hours: HOH 415 W/TH 4-5:30 PM		
			Mische Email: mische@marshall.usc.edu		
			COURSE MATERIALS		
			Required Course Reader URL:		
			https://hbsp.harvard.edu/import/940642		
			COURSE INFORMATION		
			Course Number & Section: MOR 554-16700		
			Course Meetings: Wednesday; 6 to 10 PM		
			Course Location: JKP 202		
Date	**Session**	**Day**	**TOPIC/SUBJECT**	**Prod. Code**	**Source**
			MAY		
			PART 1.0: UNDERSTANDING INNOVATION		
5/25	1	W	**INTRODUCTION TO MOR 554**		BB= Blackboard
			Welcome:		CR= Course Reader
			Prof. Mische Intro.		
			Course Objectives, Calendar & Expectations		
			Student Performance Assessment & Grading		
			Exercises, Assignments & Project		
			Exam Schedule & Key Dates		
			Readings:		
			Introduction to Strategic Innovation	2206BC	CR
			Exploration vs. Exploitation, Module Note	614004	CR
			What Makes a Company Future Ready?	H06U83	CR
			When Geopolitical Risk Rises, Innovation Stalls	H06WOT	CR
			Exercise: In-class Innovation Knowledge Assessment		BB
			JUNE		
6/1	2	W	**DISRUPTIVE INNOVATION**		
			Readings:		
			Case: Apple Watch: Managing Innovation Resistance	W18034	CR
			What is Disruptive Innovation?	R1512B	CR
			10 Rules for Managing Innovation	R1210F	CR
			The DNA of Disruptive Innovators: The Five Discovery Skills That Enable Innovative Leaders to "Think Different"	8369BC	CR
			Project Teams Assigned Randomly: 5 to 6 members		BB

			MODULE 2.0: LEADING INNOVATION		
6/8	3	W	LEADING INNOVATION & CHANGE		
			Readings:		
			Case: Open Innovation at Siemens	CMR460	CR
			Central Dilemmas of Managing Innovation in Large Firms	CMR152	CR
			Administering & Governing Innovation	3446BC	CR
			Dynamic Ambidexterity: How Innovators Manage Exploration and Exploitation	BH815	CR
			Project Team Assignments Discussed- 25% weighting		
6/15	4	W	LEADING INNOVATION & CHANGE		
			EXAM-1: Multiple Choice 20-25 questions; BB Based 15% wt.	BB	
			Readings:		
			Case: Electrolux AB: Managing Innovation	W14500	CR
			Special Forces Innovation: How DARPA Attacks Problems	R1310C	CR
			Corporate Accelerators: Building Bridges Between Corporations and Startups	BH744	CR
			IDEO: Human-Centered Service Innovation	615022	CR
			How Managers Can Build a Culture of Experimentation	H06V4G	CR
			MODULE 3.0: PRODUCT DEVELOPMENT		
6/22	5	W	INNOVATION TEAMS & TEAM DYNAMICS		
			Readings:		
			Case: GE's ecomagination Challenge: An Experiment in Open Innov.	B5672	CR
			Case: BP: Office of Chief Technology Officer	KEL366	CR
			Assemble the Dedicated Team: Seven Common Traps to Avoid When Building an Innovation Team	7055BC	CR
			4 Ways to Build an Innovative Team	H0462Y	CR
			To Excel, Diverse Teams Need Psychological Safety	H06VV8	CR
6/24	NA	F	Study Guide for Midterm Exam Posted		BB
6/29	6	W	EXAM -2- MIDTERM: BLACKBOARD BASED- Mandatory for all students; 25% weighting.	Exam is Virtual	In-class Attendance is Optional

			JULY		
7/6	7	W	**PRODUCT DEVELOPMENT- 1- Stage Gate Processes**		
			Readings:		
			Case: Reckitt Benckisker	311116	CR
			Six Myths of PDP	R1205E	CR
			Open Innovation and the Stage-Gate Process: A Revised Model for New Product Development	CMR460	CR
			Product Development Fundamentals	617024	CR
7/13	8	W	**PRODUCT DEVELOPMENT- 2- Rollout**		
			Readings:		
			Case: How GE Appliances Built an Innovation Lab to Rapidly Prototype Products	HO3RWR	CR
			Why Most Product Launches Fail	F1104A	CR
			Designing the Best Strategy for Your Next Global Product Rollout	H06VZ0	CR
			Innovation Metrics (Measuring Innovation)	4556BC	CR
			Team Project Presentations (4 teams only)	See BB	In-class
			MODULE 4.0: IMPLEMENTING INNOVATION & AI		
7/20	9	W	**SUCCESS & FAILURE IN INNOVATION**		
			Readings:		
			Case: Bayer's Innovation Agenda	LBS208	CR
			3 Things the Most Creative Leaders Do	H02JVH	CR
			5 Questions to Build Your Company's Capacity for Innovation	H02JVH	CR
			Leading in the Age of Disruption- Five Critical Skills	ROT-453	CR
			Team Project Presentations (4 teams only)	See BB	In-class
7/27	10	W	**AI & COURSE WRAP-UP**		
			Readings:		
			Demystifying AI	CMR-714	CR
			Disruptive Innovation for Social Change	R0612E	CR
			Course Wrap-up & Final Exam		
7/29	NA	F	Study Guide for Final Exam Posted		BB
			AUGUST		
8/3	11	W	**FINAL EXAM will be Blackboard-based; 35% weighting**	Exam is Virtual	Location is "To-be-Determined"
			The Final Exam is mandatory for all students…no exceptions.		
			Typically has 45 to 60 multiple choice questions.		
			All final exams are closed book and closed notes.		
			Only valid USC exceptions, needs, etc. will be granted.		
			Final Exam will be Blackboard-based & electronically graded.		
			Notice! Dates may change. It is your responsibility to verify & confirm all exam, assignment & presentation dates as posted on BB, announced in class & posted by USC (final exams).		
			Final Exam Schedule: https://classes.usc.edu/term-20222/classes/mor/		