



**USC Marshall School of Business**  
**MOR 554-700: LEADING INNOVATION**  
**FALL 2024**  
**Wednesday**  
**6:30 to 9:30 PM**  
**August 28 to December 4, 2024**  
**Classroom: JPK 104**  
3.0 Units

**Instructor:** Michael A. Mische, MBA, MS, CAI  
**Physical Office:** Hoffman Hall, 426  
**Office Hours:** M & W: 1:00 to 4:30 PM. Also, by appointment.  
**Office Phone:** 213.740.0733  
**Mobile Phone:** Provided in class.  
**Email:** [mische@marshall.usc.edu](mailto:mische@marshall.usc.edu) *(use this email)*

(Note: This is the “final working” syllabus and subject to minor changes & refinements. Please check Brightspace for updates.)

## INTRODUCTION

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

Apple, Intel, Google, 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 use innovation to *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 (or nation) 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.

In 554, we explore, through readings, cases, assignments, and especially, class discussions, innovation and how to best innovate for competitive advantage and societal benefit. Our study of innovation leadership will also include pragmatic discussions related to government policy, regulations, and taxes.

## 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 critical thinking, issues, influences, 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:

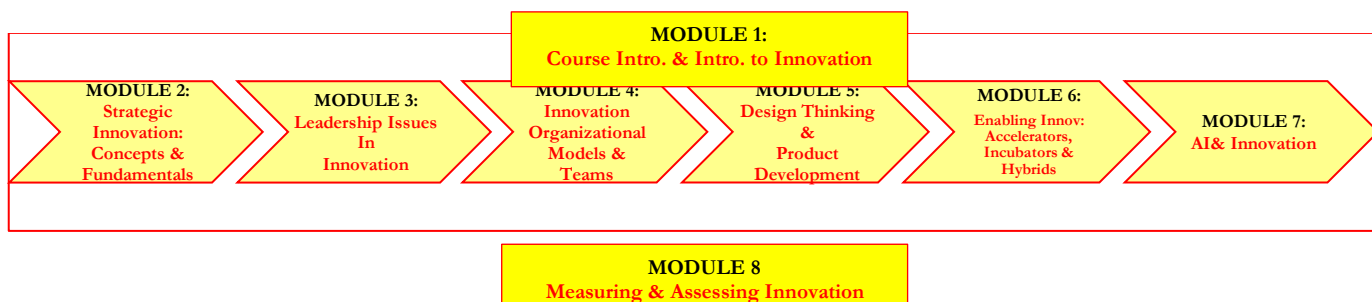
1. What is innovation?
2. How can the organization use innovation to create competitive advantage?
3. How can an organization create and sustain innovation?
4. Why do so many innovation projects fail?
5. What are the sources of innovation?
6. How do emergent, incremental, continuous, disruptive, and destructive innovation differ?
7. How is innovation best measured?
8. How do government policy, tax rates, and regulation influence innovation?
9. What types of organizational structures are best aligned with and supportive of high- performance innovation?
10. What is the role of an innovation incubator?
11. How do innovation accelerators work and what are the benefits of an accelerator?
12. How does “open” and “closed” innovation differ and under what conditions should each be used?

## COURSE DESIGN

This course is taught using a variety of formats, including Before Class, During Class, Before Class and flipped formats. In addition to the course materials that can be found in Brightspace (<https://Brightspace.usc.edu>), this course requires a textbook and supplemental course reader which can be purchased directly by students from HBSP.

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.

This course is divided into **8** 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, Brightspace discussion forums, class discussion 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. Be prepared for class as I will cold call on you, push your analysis and challenge your thinking and solutions. Each module builds on prior work to form an integrated course design, and a progressive exposure to and immersion in innovation.



Complementing the academic and lecture concepts of course are a series of assignments, exercises, and ELC simulations (ELC dates and exercises vary by semester). For this semester, MOR 554 has **2** ELC sessions scheduled.

MOR 554- ELC SESSIONS- Fall 2024		
Date	Session	Location
25-Sep	Smooth Sailing	JKP-3rd Fl.
23-Oct	New Product Dev.	JKP-3rd Fl.

## COURSE LEARNING 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, you should be able to:

MOR 554 LEARNING OBJECTIVES & MAP TO COURSE DESIGN				
No.	SPECIFIC OBJECTIVES	Module	How	Assessment
1	Demonstrate mastery of use of innovation terms through proper application of terms to class discussions, problems, & cases.	All	All Class Sessions	In-class. All Exams Cases
2	Demonstrate mastery of the various innovation strategies through the proper application of strategic approaches and theories to innovation problems and cases.	4	In-class Discussion Problems. Cases	In-class All Exams. All Cases ELC
3	Demonstrate critical thinking & reasoning as related to the influence of policy issues, regulatory matters, and governmental actions on innovation.	1, 7	In-class Discussion Problems. Cases	In-class All Exams. All Cases ELC
4	Demonstrate innovation leadership competency through proper application concepts & theories to cases.	2	In-class Discussion Problems. Cases	Exam-2
5	Demonstrate mastery of the Theory of Dominant Design through the proper application to innovation problems and cases.	5	In-class Discussion Problems. Cases	Exam-2
6	Demonstrate knowledge and understanding of innovation cultural, behavioral, and environmental influences and factors.	4	In-class Discussion Problems. Cases	ELC-1 Team Case Grading Rubric
7	Demonstrate knowledge and understanding of the strategic importance of innovation adaptation rates, failure rates and innovation and industry life cycles.	3	In-class Discussion Problems. Cases	Exam-3
8	Demonstrate knowledge and competency by applying the innovation PDP/PDM process to innovation problems and cases.	5	In-class Discussion Problems. Cases	Exam-3
9	Demonstrate knowledge of IDEO and DARPA organizational structures and practices through proper application to innovation problems and cases.	3	In-class Discussion Problems. Cases	Exams-2 & 3
10	Demonstrate knowledge and competency of incubators, accelerators, and hybrids to innovation problems and cases.	6	In-class Discussion Problems. Cases	Exam-3
11	Demonstrate collaborative competencies by contributing to team project.	7	Team Project	Team Project Peer Review
12	Demonstrate the integration and application of course concepts through an innovation team project.	7	Team Project	Team Project Peer Review

### REQUIRED COURSE TEXT & MATERIALS

MOR 554 readings, course content and exercises have been carefully selected and structured to support course objectives and the desired learning outcomes. MOR 554 **requires** a Harvard Course Reader.

- **Required Course Reader**

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:

Course Reader URL: <https://hbsp.harvard.edu/import/939624>

(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.)

- **Required Supplemental Reading Materials**

See Announcements and Course Calendar for additional required reading materials posted on Brightspace that are not in the Course Reader.

- **Suggested Good Reading...not required...but great for summer and term breaks**

- Yates, Linda K. *The Unicorn Within*. Harvard Business Press, 25 Oct. 2022.
- Christensen, Clayton M. *The Innovator's Dilemma : When New Technologies Cause Great Firms to Fail*. Boston, Massachusetts, Harvard Business Review Press, 2016.
- King, Mervyn A, and J A Kay. *Radical Uncertainty : Decision-Making for an Unknowable Future*. London, The Bridge Street Press, 2020.
- Moore, Geoffrey A. *Dealing with Darwin : How Great Companies Innovate at Every Phase of Their Evolution*. New York, Ny, Portfolio, 2008.

## PERFORMANCE ASSESSMENT & GRADING

### Grading

This is a professional competency class and grading will be competitive and rigorous. Not everyone will earn an “A” or “A-” and effort and desire, although appreciated and enthusiastically encouraged, may not always be reflected in your final grade.

### GPA Expectations

Each class differs from semester to semester. Competition for grades will be intense and you are expected to do the necessary work to earn your grade. For this course, you can expect an overall target class GPA of **3.4-3.5**. The actual final overall class GPA may vary upwards or downwards from the target range. Competition for high grades and “A” 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.

### How Your Final Grade is Determined

Your final grade will be determined by a combination of (1) your total quantitative scores (points) as determined by the sum of the various weighted grading components, and (2) your where you total quantitative scores (points) rank as compared to the other students. Thus, your **final grade reflects where you rank in total points in comparison to other students**. Grades are assigned based on a ranking from highest to lowest. All course grading components are required of each enrolled student to receive a grade. Failure to take any of the exams may result in a failing grade for the exam and/or course. For this course, the quantitative scores (points) include the following grading components: individual class contribution score, individual exams scores, and team scores.

### Grading components and weightings

MOR 554- COURSE GRADING	
Grading Event	Weighting
Test 1: Quiz	10
Test 2: Midterm	25
Test 3: Final (Takehome)	30
Team Innovation Project	30
Individual Participation	5
<b>Total Points</b>	<b>100</b>
FINAL GRADE INFORMATION	
This is a professional practice class and therefore, grading will be competitive. Your final grade is based on the sum of the weighted scores on all grading events and the ranking of the sum of all grading events from highest to lowest as compared to the total class.	

## INFORMATION ABOUT PARTICIPATION, ASSIGNMENTS, EXAMS & GRADING

**Class Participation.** Class engagement, contribution and participation are essential to 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 expectations are that you are prepared for *all* classes and **will actively participate** in and meaningfully contribute to class discussions. Be prepared to be called upon randomly, that is, **be prepared for cold-calling**.

In-class participation is **5%** of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises. One of the goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability. In-class participation grading will be based on students' demonstrated willingness to participate, and the quality of the comments expressed, rather than quantity.

**Outstanding Contribution:** Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

Potential Impact on Grade: You will receive full credit for class contribution; therefore, 5% of your grade will be graded with a score of 100 points.

**Expected Contribution.** You are expected to come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

Potential Impact on Grade: You will receive significant credit for class contribution; therefore, 5% of your grade will be graded with a score of 85 points.

**Minimal Contribution.** You participate but are unprepared. You rarely offer interesting insights into the discussion. Potential Impact on Grade: You will receive significant credit for class contribution; therefore, 5% of your grade will be graded with a score of 70.

**No Contribution.** You say little or nothing in class. If you were not in the class, the discussion would not suffer. It appears that you are not listening to what others are saying during discussion.

Potential Impact on Grade: You will no credit for class contribution; therefore, 5% of your grade will be graded with a score of 0 (zero).

**Negative Contribution.** You are disengaged, texting, or are seemingly dispassionate and involved in other activities that are not related to the class discussion.

Potential Impact on Grade: You may receive negative credit for class contribution; therefore, 5% of your total grade points may be reduced by a score of negative 5 points.

### **Evaluation of Your Assignments (Per USC Policy)**

You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

### **Exam Information**

Course exams are designed to assess and *reinforce* your knowledge, competency, and ability to identify and apply course concepts and information to a set of questions, facts, and circumstances. To be successful on exams will take more than just memorization of definitions, tools, and methods. Exams are intended to test and constructively challenge your comprehension of concepts, themes, readings, facts and cases and your ability to interpret, adapt and apply those to a specific set of questions and circumstances. The exams in this course stress critical thinking in the application of concepts and content related to recognizing, diagnosing, analyzing, and developing responsive solutions to complex business cases using a structured framework. Unless stated otherwise, all exams are electronically administered and graded on Brightspace. Exams are organized into three categories of questions:

1. Course Concepts & Theory, which stress important concepts, frameworks, and theories.
2. Cases & Readings, which focus on authors, research, and key concepts.
3. Applied Reasoning & Critical Thinking, which present fact patterns, circumstances or management dilemmas that require you to triage, diagnose, analyze, and "solve" the problem based on the description and available answers.



All exams are multiple choice and electronically administered and graded on Brightspace. In general, you can expect the exams to vary in length and to be progressively more challenging with the final exam representing a summation of the course and its key concepts and components. To help you prepare for the mod-term and final exams, a thorough Study Guide is available.

- a. **Study Guides (SG).** As noted, a comprehensive study guide is published ahead for 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.
- b. **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.
- c. **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 BRIGHTSPACE.
- d. **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.
  - See the Course Calendar for the planned exam date for this course. See also, USC site at <https://classes.usc.edu/term-20243/final-examinations-schedule/>.
- e. **All Exams are Required.** Per USC policy, no student is permitted to omit taking 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.
- f. **Make-up Exam.** A make-up for the final exam requires special scheduling arrangements. Make-up exams are subject to prior approval or approval due to technical issues with Brightspace. Make up exams for the midterm must be taken within a 7 (seven) business day period of the scheduled exam date.

### 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 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](mailto: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](mailto: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.

- d. **Videotaping Exam.** All in-class and in-person exams are subject to videotaping. In-class exams **may** be monitored and managed by a proctor. The proctor is there to administer the exam, ensure academic integrity, and to help ensure a safe, fair, and secure exam environment for all. Please follow the instructions of the proctor.

### Team Assignments

In addition to the exams, this course has a Team Case Assignment component as part of your final grade. For this class:

- Students are randomly assigned to teams by the professor.
- Teams are limited to 4-6 students per team.
- Students are expected to work collegially, collaboratively, and effectively together.
- Teams are provided with complex course issues and cases to which they apply the concepts, theories, and methods. Team Assignments are posted on BRIGHTSPACE.
- Individual team performance and contribution is subject to mandatory peer assessment by members of the team. In this manner, students experience the process of performing formal performance assessments and receiving assessments.
- Note, if you do not like working on teams, sharing a team grade, or if you have time or scheduling challenges with team meetings, then this course may not be suitable for you.

### EXAMPLE GRADING RUBRIC FOR CASES (Subject to Change Based on Assignment)

TYPICAL TEAM CASE PROJECT GRADING- EXAMPLE ONLY				
<b>DATE:</b>			Typical grading rubric. Subject to change based on semester and assignment.	
<b>PROJECT:</b>				
<b>TEAM NUMBER:</b>				
<b>TEAM CONTACT:</b>				
<b>TEAM MEMBERS:</b>				
<i>The below is your formal grade for your project based on a standard 4.0 scale.</i>				
#	GRADING ATTRIBUTE	Weighting	Mische Grade	Wt'd. Grade
1	Application of Course Concepts, Theories & Methods	0.15	4	0.6
2	Application of Course Concepts- Did You Apply Appropriate 557 Concepts	0.15	3.7	0.555
3	Proper Application of Definition, Terms, Readings, Lectures, etc.	0.015	3.7	0.0555
4	Proper Use of Course Tools, Processes & Theories	0.015	3.7	0.0555
5	Proper Application of Course Models, Components & Processes	0.015	3.7	0.0555
6	Quality of Critical Questions/Reasoning- Depth, Quality, Relevancy related to Problem/Situation	0.1	3.5	0.35
7	Proper Application of Appropriate Course Methodological Frameworks (Specific to case needs)	0.1	3.5	0.35
8	Depth & Quality of Analytical Process & Use of Data in Assignment	0.25	3.7	0.925
9	Quality of Effort	0.1	3.3	0.33
10	Responsiveness to Assignment Reqs.- Did You Satisfy the Assignment?	0.1	3.7	0.37
<b>Your Unadjusted Initial Weighted Score</b>		<b>1.00</b>	3.65	<b>3.6465</b>
11	<i>Grade Point Deduction: Failed to Hand in Assignment as Required or Was Late</i>	<b>.15 points</b>	0	<b>0</b>
<b>YOUR FINAL ADJUSTED SCORE &amp; GRADE FOR THE PROJECT:</b>				<b>3.6465</b>
<b>YOUR GRADE:</b>				<b>91.1625</b>
Example Grade Points	GRADING LEGEND DESCRIPTION			
<b>Based on a Standard 4.0 Scale</b>				
4	<b>Professional Level-</b> This work is of significant stature & is indicative of high-level executive/professional skills and/or application of course concepts.			
3.7	<b>Exceeds Expectations-</b> This work is very good & is indicative of executive/professional skills...small improvements would make the work "professional."			
3.3	<b>Meets Expectations-</b> All around good work; satisfies assignment & needs; good start and room for improvement.			
3	<b>Meets the Most Minimum of Expectations-</b> Barely acceptable; not client ready; can be remediated with considerable effort & additional work.			
0-2.9	<b>Fails to Meet Expectations-</b> Completely unacceptable in all respects; not ready; cannot be salvaged.			
<b>DEFAULT GRADES</b>				
<b>D= Default</b> If and when used, a "default score" used when the attribute is not appropriate for the assignment, or not graded.				
When used, all teams receive the same default grade per criterion, per assignment.				

(Note: Example only. Actual grading rubrics are like this example but are updated & customized for each semester/assignment.)

### Peer Team Performance & Contribution Assessment Process

554 has a team project that is a major portion of your grade (40%). Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations as provided in the example below.

### Example-Peer Input/Evaluation Form (Subject to Change Based on Assignment)

*Complete one form for each of your teammates/group members, including yourself.*

**Name of group member:**

<i>Assess your teammate's contributions on a scale of 1-5 (5 is excellent) <b>EXAMPLE ONLY</b></i>	5	4	3	2	1
Attended and was engaged in team meetings from beginning to end					
Asked important questions					
Listened to and acknowledged suggestions from every teammate					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Demonstrated commitment to the team by quality of effort					
Was cooperative and worked well with others					
I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made <b>more effective</b> contributions to the assignment?					
<b>EXAMPLE ONLY</b>					
Your name:					Date:

(Note: Example only. Actual grading rubrics are like this example but may updated & customized for each semester/assignment.)

**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 **most objective**, best and fairest grade that I possibly can.
- b. Challenge Period. No one and no exam are 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 ten (10) 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 must do is write me an email to me within the 10-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.

**PROF. MISCHE'S COACHING TIPS- PREPARING FOR CLASS & 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:

- (1) Pre-Class Preparation. Pre-class preparation requires your commitment and dedication to learning before class. Pre-class activities include:
  - a. Reviewing the course syllabus and topic for the week/class session.
  - b. Reading the assigned case and articles.
  - c. 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.
  - d. Developing your questions for each reading/case and bring those to class.
- (2) During Class.
  - a. Come to class, relaxed and ready to participate and contribute.
  - b. Speak up! Contribute & ask as many questions as you want!
  - c. Have fun learning.
- (3) Post-Class.  
Please come see me with any questions, ideas, needs, etc. Stop by the office or flag me down if you see me on campus. Schedule a "coffee chat" at Literate or lunch on Farmer's Market Wednesday!

**Coaching Tips on Case Analysis & Written Exercises**

Your formal written work will be evaluated based on the course objectives and requirements, as provided for each



individual assignment, including examinations. 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 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. **Statement on Open Expression and Respect for All.** An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “Open Expression Statement.”

In this class, *all relevant perspectives and opinions are sought and welcomed!* I encourage everyone to speak up, ask questions, challenge your classmates and challenge your instructor (me) on relevant matters pertaining to the course and our readings, cases and class discussions...just remember that we are here to learn from one another and that we are members of a very special community, the Trojan Family. **Be respectful, mindful, speak-up, and be heard!**

2. **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.
  - c. Bring your energy.
  - d. Bring your curiosity and questions.
  - e. Participate and contribute when called upon.
  - f. Be ready for cold-calling.
  
3. **In the Classroom.** Class attendance and participation are important to developing competency 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. Avoiding eating food with strong odors (sushi & fish) in class as some people may have allergies.
  - e. Coming to class on time.
  - f. Acting like a responsible adult and Trojan...be professional.
  - g. Being ready to be called upon by the instructor (sometimes called “cold-calling”)
  - h. Be Happy!
  
4. **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.”<sup>1</sup>
  
5. **In-class Use of Technology.** Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. **Any e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time.** Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. **Videotaping faculty lectures is not permitted due to copyright infringement regulations.** Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.
  
6. **Collaboration.** Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. For more information about unauthorized collaboration visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or [http://lib-php.usc.edu/tutorials/academic-dishonesty/story\\_html5.html](http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html).

### TEACHING STYLE, COURSE NOTES, PPTs & POSTINGS

I use Socratic teaching methods, and my teaching style is direct. Lectures are **critical** to learning the course material and performance on exams.

- a. It is your responsibility and **SOLELY** your responsibility to frequently check Brightspace (BRIGHTSPACE) 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 for lectures. Consistent with Socratic methods, I do not rely on and therefore, do not post a lot of slides to BRIGHTSPACE.
- c. **DO NOT** video tape me, record me or transmit, post, or stream my likeness, lectures, exams, exercises

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

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.

### MISCHE OFFICE HOURS, ADVISEMENT & CHATS

I'm here to help you achieve your academic and career aspirations. Please, always feel free to come to office hours or make an appointment. Also, if you happen to see me on campus, wave me down for a chat! Coffee chats at Liberate are always welcome, as well as grabbing a sandwich on Farmer's Market Wednesdays! Feel free to text me with any needs.

### ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP 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 full grade deduction (for example, if your work is a B+ grade, you will receive a C+ grade).
- b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions in herein.
- c. **ELC Sessions** (If Applicable). ELC sessions are scheduled far in advance and require the coordination and oversight of USC's ELC's learning experts and teaching specialists. ELC sessions are unique and therefore, sessions cannot be re-scheduled 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 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).

### POLICY ON USING ARTIFICIAL INTELLIGENCE

**Use of AI.** The use of AI in this course is limited to assignments that are specific to AI. The use of AI, in any form, on any non-AI assignment is not authorized and will be considered as a violation of academic integrity. In this course, I encourage you to use artificial intelligence (AI)-powered programs on certain designated assignments that indicate the permitted use of AI. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they may not produce results that meets the standards of this course. When using any AI-tool or generated result, you must cite (reference) the AI-generated source(s) and material (e.g., text, images, etc.) included in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

### USC STATEMENT ON UNIVERSITY ACADEMIC INTEGRITY(Revised June 2024)

#### Academic Integrity

**I will enforce academic integrity standards and report them, as necessary, to USC's Office of Academic Integrity.** The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the

course, and disciplinary action from the university itself, such as suspension or even expulsion. For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#). Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

### **USC STATEMENT ON UNIVERSITY SUPPORT SYSTEMS (Revised June 2024)**

**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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Student Financial Aid and Satisfactory Academic Progress.** To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

#### **Student Support Systems:**

*[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call*

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

*[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call*

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

*[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

*[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086*

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) 740-2500*

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 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) 740-0411*

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*

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*

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) 442-1200 – 24/7 on call  
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323) 442-0382 (HSC)

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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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 is the most important document for the class as it contains the assignments, due dates, and readings. A more user-friendly, Excel version of the Course Calendar, is available for your use on Brightspace in “Contents.” Please note, I may be updating the Course Calendar as we journey through the semester together, watch for announcements, updates and class news on Brightspace.

<See Next Page>



<b>MOR 557-700</b>					
<b>FALL SEMESTER 2024</b>					
<b>August 28 to December 4, 2024</b>					
<b>Wednesday</b>					
<b>6:30 to 9:30 PM</b>					
<b>Room: JKP 104</b>					
<b>3.0 Units</b>					
<b>Professor Michael A. Mische</b>					
<b>Office: HOH 426</b>					
<b>Office Hours: 1:00 to 4:30 PM, M &amp; W and By Appointment</b>					
<b>Required Course Materials</b>					
Course Reader: <a href="https://hbsp.harvard.edu/import/939624">https://hbsp.harvard.edu/import/939624</a>					
<b>OPTIONAL PRE-CLASS READING: GENERAL ORIENTATION TO INNOVATION</b>					
			<b>World Innovation Index</b> (interesting data) <a href="https://www.wipo.int/edocs/pubdocs/en/wipo-pub-2000-2023-section1-en-gii-2023-at-a-glance-global-innovation-index-2023.pdf">https://www.wipo.int/edocs/pubdocs/en/wipo-pub-2000-2023-section1-en-gii-2023-at-a-glance-global-innovation-index-2023.pdf</a>	Internet	
			<b>50 Most Innovative Companies.</b> Mische & Foster	BS	BS-Contents
<b>AUGUST</b>					
<b>Session</b>	<b>Date</b>	<b>Day</b>	<b>TOPIC/SUBJECT</b>	<b>Prod. Code</b>	<b>Source</b>
1	28-Aug	W	<b>M1- INTRODUCTION TO MOR 554</b>		BS= Brightspace
			<b>Welcome to MOR 554!</b>		CR= Course Reader
			Our Learning Objectives	Lecture	Syllabus
			Course Overview and Design	Lecture	Syllabus
			Readings, Cases, & Assignments	Lecture	Syllabus
			ELC Sessions (Please go directly to the ELC on the date of the session)	Lecture	All ELCs Are in JKP 3rd fl.
			Evaluation & Grading	Lecture	Syllabus
			In-class Performance Expectations & Contribution	Lecture	Syllabus
			Discussion of Innovation & Your Course Expectations	Lecture	
			<b>Topics:</b>		
			What is Innovation? Defining Types of Innovation	Lecture	
			The Innovation Imperative	Lecture	
			The 5 Seminal Questions About Innovation	Lecture	
			Understanding the Failure Rates in Innovation	Lecture	
			A Brief History of Innovation-Cars, Phones, Records, CDs, Computers, Streaming, PCs, <i>Ob No!</i>	Lecture	
			Innovation, Politics & Economics	Lecture	
			<b>Readings:</b>		
			When Geopolitical Risk Rises, Innovation Stalls	H06WOT	CR
			Why, What & How of Management Innovation (Different Thinking)	R0602C	CR
			Disruptive Innovation for Social Change	R0612E	CR
			Beware of the Next Big Thing	R1405B	CR
			Resource: Video- MIT- Definition- <a href="https://www.youtube.com/watch?v=7kyq4d4GfyI">https://www.youtube.com/watch?v=7kyq4d4GfyI</a>	Resources are not assigned	Resources are provided as supplements only.

SEPTEMBER					
2	4-Sep	W	<b>M2- STRATEGIC INNOVATION: CONCEPTS &amp; FUNDAMENTALS-P1</b>		
			<b>Topics:</b>		
			Revolutionary v. Evolutionary Innovation	Lecture	
			Disruptive v. Episodic Innovation	Lecture	
			Incremental v. Exponential	Lecture	
			Exploration vs. Exploitation, Module Note	Lecture	
			Incumbents v. Innovators	Lecture	
			The Innovation Life Cycle & Behaviors	Lecture	
			<b>Readings:</b>		
			What is Disruptive Innovation	R1512B	CR
			Exploration vs. Exploitation, Module Note	614004	CR
			The DNA of Disruptive Innovators: The Five Discovery Skills That Enable Innovative Leaders to "Think Different"	8369BC	CR
			Dynamic Ambidexterity: How Innovators Manage Exploration and Exploitation	BH815	CR
			Resource: Battle for Dominant Design (Fernandez & Valle)	Resources are not assigned	Posted in "Content"
3	11-Sep	W	<b>M2- STRATEGIC INNOVATION: CONCEPTS &amp; FUNDAMENTALS-P2</b>		
			<b>Topics:</b>		
			Understanding Dominant Design Theory & 3 Stage Life Cycle	Lecture	
			Understanding Open & Close Innovation Concepts	Lecture	
			Understanding the Importance of Ambidexterity in Innovation	Lecture	
			Creating & Managing Innovation at Scale	Lecture	
			Issues, Challenges & Dilemmas of Creating Innovation	Lecture	
			<b>Readings:</b>		
			<b>Case: Open Innovation at Siemens</b>	CMR460	CR
			Central Dilemmas of Managing Innovation in Large Firms	CMR152	CR
			Administration: Organizing & Governing Innovation	3446BC	CR
			Should Your Company Build an Open or Closed Ecosystem	H08BAI	CR
			The Middle Path to Innovation	R2404K	CR
4	18-Sep	M	<b>M3- LEADERSHIP ISSUES IN INNOVATION- P1- Strategic Choices</b>		
			<b>Topics:</b>		
			Adaptation- Factors & Influences	Lecture	
			Developing Strategies for Innovation	Lecture	
			Innovation & Executable Strategy: The Linkage	Lecture	
			Should Innovation Drive Strategy or Does Strategy Drive Innovation?	Lecture	
			Inhibitors to Adaptation	Lecture	
			Christensen's Theory of Overshoot- Does it Explain Disruption?	Lecture	
			<b>Readings:</b>		
			<b>Case: BP: Office of Chief Technology Officer</b>	KEL366	CR
			The Missing Link Between Strategy & Innovation	H082HH	CR
			Why Learning is Central to Sustained Innovation	SMR552	CR
			Stop Sabotaging Your Ability to Innovate	R2106L	CR
			5 Questions to Build Your Company's Cap. To Innovate	H06KPN	CR
			<b>Test -1 (Quiz) Released</b>	Take-home	See "BS- Assignments"
5	25-Sep	W	<b>M4- INNOVATION ORGANIZATION MODELS &amp; TEAMS</b>		
			<b>Topics:</b>		
			Innovation Teams- Qualities, Behaviors & Attributes	Lecture	
			The Need to Fail & Psychological Safety in Innovation	Lecture	
			Building & Managing the Innovation Team	Lecture	
			Organizational Designs for Innovation	Lecture	
			Launching & Managing Innovation Teams	Lecture	
			Assessing Innovation Team Performance	Lecture	
			<b>Readings:</b>		
			<b>Case: Electrolux AB: Managing Innovation</b>	W14500	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
			10 Rules For Managing Global Innovation	R1210F	CR
			To Excel Diverse Teams Need Psych Safety	H06VV8	CR
			<b>Test -1 (Quiz) DUE</b>	Take-home	Weighting = 10%
6	25-Sep	W	<b>ELC SESSION- 1: Smooth Sailing</b>	<b>JKP 3rd Fl</b>	See BS-"ELC- Assignment"

OCTOBER					
7	2-Oct	W	<b>M4- INNOVATION ORGANIZATION MODELS &amp; TEAMS</b>		
			<b>Topics:</b>		
			Innovation Teams- Qualities, Behaviors & Attributes	Lecture	
			The Need to Fail & Psychological Safety in Innovation	Lecture	
			Building & Managing the Innovation Team	Lecture	
			Organizational Designs for Innovation	Lecture	
			Launching & Managing Innovation Teams	Lecture	
			Assessing Innovation Team Performance	Lecture	
			<b>Readings:</b>		
			Case: Bayer's Innovation Agenda	LBS208	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 Psych Safety	H06VV8	CR
8	9-Oct	W	<b>M5- DESIGN THINKING FOR INNOVATION-P1- HCD</b>		
			<b>Topics:</b>		
			What is Human Centered Design Thinking in Innovation?		
			How Does Design Thinking Differ From Traditional R&D		
			Design Thinking		
			DARPA		
			Design Teams- Qualities, Behaviors & Attributes		
			<b>Readings:</b>		
			IDEO: Human-Centered Service Innovation	615022	CR
			Special Forces Innovation: How DARPA Attacks Problems	R1310C	CR
			How Managers Build a Culture of Experimentation	H06V4G	CR
			Putting the Innovator's DNA into Practice	8386BC	CR
			Resource: Video-IDEO: <a href="https://www.youtube.com/watch?v=GYkb6vfKMI4">https://www.youtube.com/watch?v=GYkb6vfKMI4</a>	Resources are not assigned	Resources are provided as supplements only.
			Resource: Video-IDEO- Brainstorming- <a href="https://www.youtube.com/watch?v=VvdJzeO9yN8">https://www.youtube.com/watch?v=VvdJzeO9yN8</a>	Resources are not assigned	Resources are provided as supplements only.
			Resource: Video- Design Thinking- <a href="https://www.youtube.com/watch?v=ldYzbV0NDp8">https://www.youtube.com/watch?v=ldYzbV0NDp8</a>	Resources are not assigned	Resources are provided as supplements only.
9	16-Oct	W	<b>M5- PRODUCT DEVELOPMENT- P2- Stage Gate Design</b>		
			<b>Topics:</b>		
			Creating Innovation Opportunities Through Product Development	Lecture	
			Managing Product & Service Development	Lecture	
			Stage-Gate PDP	Lecture	
			Using Stage-Gate PDP	Lecture	
			Prototyping & Scaling Up	Lecture	
			<b>Readings:</b>		
			Case: Reckitt Benckiser	311116	CR
			Six Myths of PDP	R1205E	CR
			Open Innovation and the Stage-Gate Process: A Revised Model for New Product Development	CMR460	CR
			Resource: Video- RB- <a href="https://www.youtube.com/watch?v=z9T_J9PZ5P8&amp;t=177s">https://www.youtube.com/watch?v=z9T_J9PZ5P8&amp;t=177s</a>	Resources are not assigned	You Tube
			<b>MIDTERM EXAM RELEASED on BS</b>	Take-home	See "BS-Assignments"
10	23-Oct	W	<b>ELC SESSION-2: Design Thinking in Project Development</b>	JKP 3rd Fl	See BS-"ELC-Assignment"
			<b>MIDTERM EXAM DUE 5 PM</b>		Weighting = 25%
11	30-Oct	W	<b>M6-ENABLING INNOVATION: INCUBATORS, LEARNING &amp; ACCELERATORS</b>		
			<b>Topics:</b>		
			Learning & Knowledge Capture in Innovation	Lecture	
			Open Innovation Labs	Lecture	
			Accelerating Learning in Innovation	Lecture	
			Measuring Innovation- Methods & Practices	Lecture	
			Failure Mode & Effect Analysis (FMEA)		
			<b>Readings:</b>		
			Case: How GE Appliances Built an Innovation Lab to Rapidly Prototype Products	HO3RWR	CR
			Why Learning is Central to Sustained Innovation	SMR552	CR
			Innovation Metrics (Measuring Innovation)	4556BC	CR
			The Middle Path to Innovation	R2404K	CR
			Managing Multiparty Innovation	R1611E	CR
			Resource: Video- FMEA- <a href="https://www.youtube.com/watch?v=enalGxBwSNw">https://www.youtube.com/watch?v=enalGxBwSNw</a>	Resources are not assigned	Resources are provided as supplements only.
			Resource: Video- Optional Self Study- <a href="https://www.youtube.com/watch?v=369a7z7uUio">https://www.youtube.com/watch?v=369a7z7uUio</a>	Resources are not assigned	Resources are provided as supplements only.

NOVEMBER					
13	6-Nov	W	M7- IMPLEMENTING INNOVATION & AI		
			<b>Topics:</b>		
			Sustaining Innovation at Scale	Lecture	
			Creating the Innovation Agenda & Goals	Lecture	
			Understanding the Strategic Implications of AI in Innovation	Lecture	
			<b>Readings:</b>		
			Don't Get Distracted by the Hype Around Gen. AI	SR0090	CR
			Can AI Help Your Company Innovate? It Depends	H08BAE	CR
			Demystifying AI: What Digital Transformation Can Teach	CMR714	CR
14	13-Nov	W	M8- PROJECT PRESENTATIONS- DUE- P1		Weighting = 30%
15	20-Nov	W	M8- PROJECT PRESENTATIONS- DUE- P2 (if needed)		
	27-Nov		Holiday- No Class		
DECEMBER					
16	4-Dec	W	Course Wrap-up		
			Team Project Peer Reviews Due		Weighting = 5%
	8-Dec	Su	<b>FINAL EXAM RELEASED ON BS</b>	See BS for Exam Information	
	16-Dec	M	<b>FINAL EXAM DUE: Monday, 12/16/24, 5 PM.</b>	See BS for Exam Information	Weighting = 30%
			The Final Exam is mandatory for all students...no exceptions.		
			Final Exam is open book and notes...no collaboration permitted.		
			Typically has 45 to 60 multiple choice questions.		
			Only valid USC exceptions, needs, etc. will be granted.		
			Final Exam will be on Brightspace & electronically graded.		
			Please Note! Sometimes dates may change. It is your responsibility to verify & confirm all exam, assignment & presentation dates as posted on BS, announced in class and/or announced by USC (final exams).		
USC Schedule of Final Exams: <a href="https://classes.usc.edu/term-20243/final-examinations-schedule/">https://classes.usc.edu/term-20243/final-examinations-schedule/</a>					