

USC Jimmy Iovine and Andre Young Academy

Arts, Technology and the
Business of Innovation

ACAD 181: Disruptive Innovation
Fall 2014 – MW 10-11:40
Location: SKS 404

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Skype, etc.

Course Introduction

Course description

This course introduces students to the theory and practice relevant to the innovation lifecycle:

- Ideation
- Dynamics
- Execution
- Assessment

Students will learn to rapidly generate and evaluate their own innovations for viability and impact, framing them in an active marketplace of ideas.

This course teaches the skills and approaches of successful innovators in all environments – start-ups, non-profits, and large organizations. It operates like a scientific laboratory course, teaching students to rapidly iterate on generating, testing, and re-evaluating hypotheses in the context of a design process.

Course learning objectives

The course objectives focus on understanding the following:

- Innovation and ideation: Analyze and apply the thought processes and frameworks by which innovators approach problem-solving; develop techniques to launch innovative teams
- Dynamics of innovation: Identify populations of adopters; understand the relationship between risk appetite and innovation diffusion; determine key

factors influencing adoption rates; communicate using standard terminology from academic and industrial environments

- Execution of innovation: Apply design thinking and an understanding of innovation dynamics to efficiently develop and iterate innovative concepts; analyze and learn from failures to promote sustained behavioral changes from innovation
- Assessment of innovation: Apply frameworks to evaluate and compare disparate sets of innovations; differentiate between innovation and execution risks; integrate innovation sets into a portfolio

In addition, you will learn the following skills:

Critical thinking: Create hypotheses, gather data through primary and secondary research sources, and draw conclusions in environments of high uncertainty

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

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

Required reading materials

You are required to read the following:

1. Selected chapters from *The Discoverers* by Daniel Boorstin. You may purchase it digitally or in paperback.
2. Readings from HBS Publishing, available at the following link: <https://cb.hbsp.harvard.edu/cbmp/access/27637879>

Prerequisites and/or recommended preparation

There are no prerequisites besides a desire to be challenged and a spirit of collaboration.

University Guidelines

Add/Drop process

If you are absent six or more times prior to *November 15* (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Retention of graded coursework

Graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student

(i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine). Files submitted on Blackboard are archived there.

Technology policy

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, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, 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.

Statement for students with disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability .

Statement on academic integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC community and can lead to dismissal.

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor. **No student may record any lecture, class discussion or meeting with me without my prior express written permission.** The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

Class notes and recordings policy

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 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.

Emergency preparedness/course continuity

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please note that you should be using Blackboard regularly for this class anyway, but it is particularly critical in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Course Notes

Class experience

ACAD 181 is not a “spectator” sport, but is rather a combination laboratory and lecture course. We will use lecture, class exercises, case studies, individual and group projects, and guest lectures. You will learn tools to create and analyze potential opportunities, and you will apply these tools in class discussions. You will benefit the most from this class if you complete all the required readings and participate in class discussions.

To achieve these objectives through a stimulating and active learning experience, the course will be centered on discussion rather than on lectures. We will use a variety of methods including problem-solving class exercises, role-playing activities, individual and group projects, and guest lectures. Evaluation will focus on the use and application of content rather than the simple acquisition of content, emphasizing your ability to understand the “so what?” of new information.

Code of conduct

A separate Code of Conduct for this class is posted on Blackboard. This Code of Conduct is aligned with the USC Conduct Code (<https://scampus.usc.edu/university-student-conduct-code/>) but describes the implementation in detail for this class. Please read it carefully as you will be expected to adhere to it.

Blackboard communication

Course communication will take place through announcements in class, emails, and on Blackboard (blackboard.usc.edu). All emails will go through Blackboard; therefore, it's imperative that you have a fully operational Blackboard account with a current and correct email address posted. You are responsible for regularly checking Blackboard for announcements and new materials as well as to deliver your assignments. Emails rejected because your account is full will not be re-sent.

Technology use

Laptops and cell phones are forbidden in class unless explicitly allowed (for instance, as a reference for a case activity). There is no point in attending a participation-intensive class if you are focused on another activity.

Because this is a course in innovation, we will occasionally pilot the use of technologies in novel educational methods. Please be flexible as some of our pilots may have glitches. You will be advised in advance and your patience is greatly appreciated.

Flexibility in course plan

Because we invite community leaders as guest speakers, we sometimes are forced to adjust the course plan to accommodate their schedules. Please be flexible as my goal is to give you a highly experiential classroom. This course plan may be modified as the semester proceeds; I will give you ample warning and current information will be posted on Blackboard.

In addition, while the class is highly structured, I will modify the plan if necessary to accommodate student desires and backgrounds. Special projects are encouraged, upon approval. Your expectations are important!

Guests and invited speakers

From time to time we may have guests or invited speakers. You are expected to be prompt so you can greet them at the beginning of class.

Grading Policies

Introduction

Do not skip this section as the following guidelines apply to ALL assignments without exception. You will be penalized if you do not follow them.

Assignment submission policy

Assignments must be turned in by 10 am on the due date. They must be submitted electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction in the following way:

- First 24 hours after due date: 10% penalty
- 24-48 hours after due date: 20% penalty
- After 48 hours: No credit will be given

Additional notes:

- If your internet service breaks down on the due date, you must deliver a hard copy at the beginning of class on that day.
- If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom by the start of class.
- You are certainly encouraged to submit files before the deadline. Please keep copies of all your files and emails until the end of the semester.
- No hard copies will be accepted. Ever!
- Late or not, you must complete all required assignments to pass this course.

Teams

By Monday, September 15, you must join a class team.

- Teams must consist of 4 people.
- One team member should email me the roster by 5 pm on September 15 so we can configure Blackboard properly.
- If you do not have a team by 5 pm on September 16, email me and I will address this.
- No changes in team composition will be accepted after teams are formed. You are indeed stuck.
- I will begin posting rosters as teams form. Note your team number to make things easier for all of us.
- All teammates will receive the same grade on team submissions. You will have the opportunity to evaluate your teammates in a peer review process at the end of class.

Give a day, get a day

Because USC is a major leader in the entrepreneurial community of Southern California, you will be expected to provide a leadership role as well. We partner with the National Foundation for Teaching Entrepreneurship (NFTE). NFTE (<http://www.nfte.com/what/programs/greater-los-angeles>) always benefits from help for its programs.

If you would like an additional day to turn in an assignment, you may earn an extension by volunteering for NFTE. Team assignments are not eligible. Some opportunities will be available in class, but if you prefer to proceed independently, the process is:

- Email Nadia Shahin (Nadia.Shahin@nfte.com) to find an opportunity to serve.
- Perform your day of service.
- When it is complete, email Nadia and copy me with an email thanking her for the opportunity to serve.
- At this point you are eligible for your extra day for an assignment. Add a note on Blackboard when you submit the assignment.

TRYE (Trojans Reaching Young Entrepreneurs)

The students participating in NFTE programs are disadvantaged high school students interested in innovation. In one class, a select group will be invited to our class to see a college-level course in action. You are eligible for Give a Day/Get a Day credit if you participate in giving the students a tour on the day of the visit. **You are expected to represent USC favorably when students visit.**

Evaluation of classroom participation

The attendance, participation, and in-class exercises portion of the grade is 200 points (10%) and is evaluated in a number of ways. Obviously, participation requires attendance. It is impossible to earn a participation grade if you are not in class. **Missing more than one class session during the semester will affect the participation grade.** You will have the opportunity to do an extra credit reading assignment to compensate for a missing class.

Attendance at all class sessions is critical to the participation component of the course and to learning in general as we will discuss material not found in any textbook; in addition, we will undertake a number of in-class exercises and strategy-building sessions that require your regular attendance. As part of the emphasis on successful teamwork, you will be evaluated on your ability to listen to and learn from others. Please arrive on time so as not to disturb the class, a guest speaker, or interrupt the professor. You will be asked to sign an

attendance sheet for each class. It is your responsibility to remember to sign the sheet.

In order to give everyone a chance to participate, I use “cold call” techniques. You will get two free passes in the semester; if you are having a bad day, please let me know before class starts so we don’t make your bad day worse. Otherwise you are expected to be ready to discuss any of the readings or topics scheduled for the day.

English as a second language

If English is your second language, you are still expected to participate. We are here to learn from and teach one another, and thus your classmates who are native English speakers are expected to help create a friendly environment for you to practice your English skills.

Evaluation scheme

To achieve an A or A- in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. An A is a sign of superior work and, much like the efforts of innovators, reflects the fact that you stood out from the crowd. There is no hard curve for this course.

Assignment and Grading Detail

Assignment schedule (T = Team; I = Independent)

Due date	Assignment	T/I	Description	Max # pages	Points	% of grade
9/15	Self-assessment	I	Evaluation of your innovation skills	2	150	7.5%
9/29	Intersections of Innovation	T	Analyze the impact of two or more key innovations at their intersection	3	200	10.0%
10/27	Failed Innovation Analysis	I	Identify and analyze an innovation that failed to trigger sustained change in behavior	3	250	12.5%
11/5	Draft Innovation Pitch	T	Proposed innovation; draft summary	3	100	5.0%
11/12	News Article	I	Current news article discussed in class		50	2.5%
12/3	Final Innovation Pitch	T	Proposed innovation; final	3	300	15.0%
12/3	Final Innovation Catch	T	Review of another team's innovation	3	300	15.0%
12/8	Book Review	I	Review of one of the approved books	3	150	7.5%
12/8	Journey Review	I	Summary of your learnings from the semester	3	200	10.0%
12/8	Peer Review	I	Review of your teammates' performance	Excel	100	5.0%
	Participation	I			200	10.0%
Total					2,000	100.0%

Evaluation of your written work

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.

Readings and classroom exercises

You are expected to keep up on the readings. The due dates are listed in the Course Plan. On the day the readings will be discussed, please come to class prepared to contribute your analysis and insights on what you have read. This will contribute to the participation portion of your grade.

There are no written assignments associated with the reading list. However, the readings will be discussed actively and in detail during class sessions, particularly in small groups. You will be expected to change groups over the course of the semester. Your participation evaluation also depends on your participation in these exercises.

Assignment formats

- No hard copies will be accepted for any work. Submit everything on Blackboard.
- All submissions must be in PDF files. No other formats are accepted, including Word, Pages, OpenOffice, GoogleDoc, PowerPoint, Keynote, or others.
- Documents must be written in 12 pt Times New Roman or a similar font, with 1" margins, and single-spaced.
- All documents exceeding 1 page in length must have headers containing page numbers and the file name on all pages. Individual assignments should be labeled as follows: Yourlastname_assignmentname (i.e. Adams_Self-assessment).
- Team submissions should be labeled by the team number – i.e., Team5_Assignment.
- Blackboard should be configured such that one teammate submits the team submissions; please check your teammates' work.
- If you make an error and submit the wrong file, do not email it to me. The version on Blackboard is the final submission.
- I will post all responses to your assignments in Blackboard. It is highly encouraged that you review these before the end of the semester.

Special assignments

Most assignment descriptions are completed according to instructions in Blackboard, but a few assignments deserve special mention:

News article. To be a successful innovator, you must be aware of the world around you. You must submit one news article describing something interesting about innovation. The article must come from a reputable news source, defined as one where the writing and editorial functions are separated; examples are the

Wall Street Journal, the *LA Times*, and similar sources. Blog postings are not permitted. The articles may be used as secondary research sources. Email me a link in advance of the class or bring a printed article. An opportunity will be given at the beginning of each class.

Book review. You must read an approved book and write a review to provide a deeper view of a specific aspect of innovation. It is recommended that you start this early in the semester.

- *The Discoverers* (read a portion organized as one of the Books that is not covered in class), Daniel Boorstin
- *The Tipping Point*, Malcolm Gladwell
- *Surely You're Joking, Mr. Feynman*, Richard Feynman
- *The Company: A Short History of a Revolutionary Idea*, John Micklethwait and Adrian Wooldridge
- *Q: The Autobiography of Quincy Jones*, Quincy Jones
- *A World Lit Only by Fire*, William Manchester

Pitch and catch. You will have the opportunity to review another team's innovation proposal. This exercise is designed to help you experience the receiving end of a proposal and help you view your work through the role of the evaluator. In addition, the exercise is managed through the Binfire project management system to give you experience with virtual collaboration tools. You will get detailed instructions in class.

Peer review. This class is designed to enhance your collaboration skills. You will have a major project to be conducted in teams. At the end of the semester, you will have the opportunity to review your teammates; your grade for this portion is the average of the grade your teammates assign you. A template and instructions will be given for this portion.

Course Calendar

Readings marked with * are not available in the HBSP course pack, but instead are posted on Blackboard or are part of the required book.

Week	Date	Readings	Topics	Deliverable
Innovation and Ideation				
1	8/25 (M)		Introduction to class	
	8/27 (W)	Discovery Skill #4: Networking	Innovation and risk Networking exercise	
2	9/1 (M)		No class (Labor Day)	
	9/3 (W)	Innovator's DNA	Tidepool model Innovation exercises	
3	9/8 (M)	What Makes Entrepreneurs Entrepreneurial?	Effectual thinking exercise Self-assessment assignment discussion	
	9/10 (W)	Blue Ocean Strategy	Blue Ocean exercise	
Dynamics of Innovation				
4	9/15 (M)	Tipping Point*	Diffusion of Innovation	Self-assessment
	9/17 (W)	Disruptive Technologies	Innovator's Dilemma	
5	9/22 (M)	Darwin and the Demon	Crossing the Chasm; Understanding the adopter Intersections of Innovation assignment discussion	
	9/24 (W)		No class	
6	9/29 (M)		Network effects	Intersections of Innovation
	10/1 (W)	The Discoverers*: Book I (Parts I, II, III)	Clock Intersections of Innovations discussion	
Execution of Innovation				
7	10/6 (M)	Early Stage Business Vignettes	Evaluating innovation	
	10/8 (W)	Design Thinking	Design with a purpose exercise	
8	10/13 (M)	Creating Breakthroughs at 3M	Lead Users	

	10/15 (W)	Experimental Roots of Revolutionary Vision	Experimental innovation Failed Innovation Analysis assignment discussion	
9	10/20 (M)		Treasure Hunt	
	10/22 (W)		Treasure Hunt debrief	
10	10/27 (M)	Tunnel Creek Avalanche	Innovation teams	Failed Innovation Analysis
	10/29 (W)	The Discoverers*: Part VI	Failed Innovation Analysis Discussion of Innovation Project (Pitch and Catch)	
Assessment of innovation				
11	11/3 (M)	Is it Real? Early-Stage Business Vignettes	RWW framework	
	11/5 (W)		Stakeholder analysis	Draft pitch
12	11/10 (M)		Innovation and organizational readiness	
	11/12 (W)		Innovation portfolio management	Last day for news articles
13	11/17 (M)		Coaching week: No regular class	
	11/19 (W)		Coaching week: No regular class	
14	11/24 (M)	Early-Stage Business Vignettes	Assessment summary	
	11/26 (W)		No class – Thanksgiving!	
15	12/1 (M)		Speaker: Simon Burrow “Creating Luck”	
	12/3 (W)		Final presentations Course wrap up	Final pitch Final catch
	12/8 (M)		No class (Finals week)	Book review Peer review Journey review