I.   Instructor

Instructor: Steve Lundregan – Senior Lecturer in Management Sciences

Class: Wednesday and Friday, 3:55 – 5:15 pm, Converse Hall 139

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Steve Lundregan is a senior lecturer at Fisher College of Business and Associate Director of Strategy for Fisher's Center for Operational Excellence. He teaches operations management, service operations, and innovation courses and was awarded the Undergraduate Program Teaching Award in 2013. His areas of expertise include leadership, strategy, operations and innovation. He is known for his strategic thinking and innovative problem solving skills, his engaging and inspiring leadership style, and his unique ability to inspire and connect ideas and people.

Steve joined the Fisher in 2012 after three decades of industry leadership experience. Steve led marketing, strategy, and operations at Nationwide Insurance where he formulated and implemented innovative growth and performance improvement strategies for this Fortune 100 financial services firm.

Steve earned his BA in economics and MBA from The Ohio State University and holds Chartered Property Casualty Underwriter (CPCU) and Chartered Life Underwriter (CLU) professional insurance designations.

II.   Course Description and Objectives

Innovation is rapidly becoming one of the key enablers to organizational success. This course is about understanding how managing innovation can improve a firm's odds for success. As a result of taking this course, students will develop an informed foundation for managing innovation and have hands-on experience applying their lessons.

The course distinguishes innovation from entrepreneurship, focusing on theory and practices of managing innovation. Emphasizing operational considerations, this course covers foundational concepts and practical tools and techniques necessary for designing, developing and managing innovation. The course intentionally integrates

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concepts from human resources, finance, marketing, operations and information technology and is intended for a wide range of industry, service sector, or non-profit careers.

This course seeks to inspire and inform students by pursuing the following learning outcomes:

Explain:

- Drivers, sources, types, and benefits of innovation

- How to collaborate with customers and suppliers, develop an innovation and launch strategy, protect your innovations and trade secrets, and design organizations for sustaining innovation

Apply your newly-acquired knowledge of:

- Designing, developing, and commercializing a new product, service, or process of your choice

- Teamwork and leading collaborative innovation teams and projects

III.   **Course Materials**

There are three (3) things students need for this course:

1. **The Text:** *Managing Innovation: Text and Articles Bus Mgt 4240*

    One customized text contains all reading material needed for this class. Sources for selected readings include Strategic Management of Technological Innovation, Fifth Edition by Melissa Schilling and other published articles listed the Course Schedule.

    You can purchase this book directly from McGraw Hill:

    a. eBook student purchase URL:

    https://create.mheducation.com/shop/#/catalog/details/?isbn=9781308960326

    Price: $89.00   Title: Managing Innovation: Text and Articles Bus Mgt 4240

b. Or at the OSU Bookstore:

Print book Bookstore **ISBN: 9781308960289**

Price: $89.00   Title: Managing Innovation: Text and Articles Bus Mgt 4240

2. **Access to Learning Catalytics**

Learning Catalytics is available for purchase for $12 from Pearson Publishing :

https://www.pearsonhighered.com/products-and-services/course-content-and-digital-resources/learning-applications/learning-catalytics/register.html

Please note that in-class exercises, presentation feedeback, and exams will employ Learning Catalytics beginning the second week of class. Make sure you have access by then.

3. A **Learning Journal**

Because of the experiential design of this course, students should keep a written Learning Journal to record concepts, ideas, insights, etc. This can be electronic, but research shows that writing supports more insightful learning and better recall. Not your notes from this class, a Learning Journal is a supplemental form of recording ideas as well as your own thoughts and lessons from lectures, group research and meetings, group presentations, class exercises, etc. Your instructor may, from time to time, ask you about your Learning Journal. Because your notes are private, any sharing of content will be completely voluntary on your part.

V.   Course Grading

Grading for the course includes three components: Exams (45%), a group project (30%) and class participation (25%). Each component is detailed below:

Exams (45 points total)

> There will be three exams, each worth 15 pts. The exams may be a combination of case analysis, essay questions and/or multiple-choice questions. Exams may

cover lectures, text material or other assigned readings, videos or class discussions. Exams may be cumulative, although the primary focus of each will be on specified content. No make-up, late or early exams will be given, except in the case of medical emergency.   Students should consult the course schedule for this semester make arrangements before the semester begins to avoid time conflicts.

Group Projects (30 points total)

Completion of this course involves a group project. Students collaborate inside and outside of class to identify a service, product, or process innovation and develop their idea.

The purpose of the group project is to allow you to apply (and expand on) the ideas you have learned in an area that is of special interest to you. Each group will develop an idea for a new product, service, or process starting from idea generation to the point where the idea can be "pitched" to potential investors. This should include primary and secondary research to provide feedback on your idea and support design, development, and launch plans. Examples of past projects include a 3D printing consulting company, an educational program for hospitalized children, or a mobile app to buy / sell vacant or vacated sports or concert seats.

Groups consist of up to 5 students. Groups will be formed and begin the first week of class. Some form of primary research is required, so you need to plan accordingly for data collection and analysis. You are also encouraged to continuously check with me regarding the project scope and deliverables.

Three different components of your group project will be graded:

a.   Two project updates (5 pts each, class feedback)

b.   Final project "pitch" (10 pts, class and instructor evaluation)

c.   Final written project report (10 pts, instructor evaluation)

The Project Handbook (available on Canvas) has detailed information on deliverables and timing. Note that presentation grades are based on class feedback so you should design your presentation accordingly. The final group presentation may involve other students, faculty, or industry representatives.

Class Participation (25 points total)

Experiential learning involves collaboration. So, this course requires students to prepare, attend, and contribute to class discussion and exercises. Text, articles, and mini-cases should be read in advance of class.

Participation scores are based on three elements: Learning Catalytics scores, a Confidential Assessment, and your Class Journal.

a. Learning Catalytics (a web-based collaboration and learning platform) will be the primary source used to evaluate your attendance, participation, and feedback. You may miss up to three (3) classes throughout the semester without negatively impacting your grade. However, because Learning Catalytics will be used to provide feedback on group presentations you should plan to attend classes during all scheduled presentations in addition to all exams.

b. At the end of the semester, each group member will be required to turn in a Confidential Assessment of their own contribution as well as the contributions of each of their other group members. These assessments will count for individual participation and contribution scores and be used to modify the individual group member grades where obvious differences in effort and participation amongst group members can be substantiated.

c. Participation scores will be supported your own Learning Journal. I may review your journal from time to time during the semester to inform my observations of your class contributions.

IV. **Honor Code & Disability Accommodations**

Any use of case analyses or any other material in any format from other sections of this course or any course taught at any time in the past or present will be considered a violation of the honor code. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

If you need an accommodation based on the impact of a disability, please arrange an appointment with me as soon as possible. We need to discuss the course format and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying need and developing accommodation strategies. You should start the verification process as soon as possible.

V.   Teaching Philosophy and Suggestions

"Everyone gets the experience. Some get the lessons." - T.S. Elliot

To improve your chances for "getting the lessons", consider the following suggestions:

1. *Show up* – We work as a team in this class, so attendance is required. Give yourself a chance to learn by coming to class and I will try to make it interesting once you get there.

2. *Be prepared* – You can't always control opportunity, but you can prepare to respond. In this class, I will provide the opportunity and you need to be prepared. Your preparation creates an environment for all to learn.

3. *Pay attention* – Our complex world is full of noises and signals. To discern signals, you have to pay attention to details and context. In this class, we will employ your eyes, ears, and minds for the purpose of learning. You will be encouraged to pay attention with all of them.

4. *Think out-loud* – Asking questions is part of collaborative learning and problem solving, and that is what we do in this class. You need to think for yourself, but not by yourself. Be ready to reflect, comment, share ideas, or offer a counter-point.

5. *Collaborate and iterate* – Business environments employ teams to solve problems or discover innovative solutions. In this class, I encourage you to work together, form a point-of-view quickly, support it or change it based on what you learn, then repeat the process early and often.

VI.   Course Schedule - Spring 2017 (Note dates in **"bold")**

Class #	Date	Topic	Assignment
1	11-Jan (Wed)	Getting started – A Leader's Framework	• Text: Introduction (Chapter 1) • Article: Leader's Framework for Decision Making
2	13-Jan (Fri)	Group Study (NO CLASS)	• Project Handbook (Canvas) • Form Project Teams (Submit group names & roles)
3	18-Jan (Wed)	Getting Started – Innovator's DNA	• Text: Sources of Innovation (Chapter 2) • Case: Given Imaging's Camera Pill (Chapter 2) • Article: Innovator's DNA
4	20-Jan (Fri)	Group Study (NO CLASS)	• Project Handbook (Canvas) • Select Project Idea (Submit project Idea hypothesis)
5	25-Jan (Wed)	Getting Started – Lean Start-Up	• Article: Why the Lean Start-Up Changes Everything
6	27-Jan (Fri)	Group Study (NO CLASS)	• Project Handbook (Canvas) • Develop Research Plan (Submit research / feedback plans)
7	1-Feb (Wed)	Innovation Dynamics - Network Effects	• Text: Types and Patterns of Innovation (Chapter 3) • Case: Tesla Motors
8	3-Feb (Fri)	Innovation Dynamics - Adoption	• Text: Types and Patterns of Innovation (Chapter 3)
9	**8-Feb (Wed)**	**1st Project update**	• **First team project update (See Project Handbook for requirements)**
10	**10-Feb (Fri)**	**1st Project update, continued**	• **First team project update (See Project Handbook for requirements)**

Class #	Date	Topic	Assignment
11	15-Feb (Wed)	Innovation Dynamics – Dominant Designs	• Text: Standards Battles and Design Dominance (Chapter 4) • Case: A Battle Emerging in Mobile Payments
12	17-Feb (Fri)	Innovation Dynamics – Disruptive Technologies	• Article: What is Disruptive Innovation?
13	**22-Feb (Wed)**	**Innovation Dynamics - Midterm**	• **Text: Chapters 1, 2, 3, & 4** • **All assigned articles**
14	24-Feb (Fri)	Innovation Strategies – Role of Strategy	• Text: Defining the Organization's Strategic Direction (Chapter 6) • Case: Reinventing Hotels: citzenM
15	1-Mar (Wed)	Innovation Strategies - Collaboration	• Text: Collaboration Strategies (Chapter 8) • Article: Connect & Develop
16	3-Mar (Fri)	Innovation Strategies - Timing	• Text: Timing of Entry (Chapter 5) • Case: From SixDegrees.com to Facebook: The Rise of Social Networking Sites
17	**8-Mar (Wed)**	**2nd Project update**	• **Second team project update (See Project Handbook for requirements)**
18	**10-Mar (Fri)**	**2nd Project update, continued**	• **Second team project update (See Project Handbook for requirements)**
	15-Mar (Wed)	Spring Break (NO CLASS)	
	17-Mar (Fri)	Spring Break (NO CLASS)	

Class #	Date	Topic	Assignment
19	22-Mar (Wed)	Innovation Strategies - Protecting	• Protecting Innovation (Chapter 9) • Case: The Digital Music Distribution Revolution
20	**24-Mar (Fri)**	**Innovation Strategies – Midterm Exam**	• **Text: Chapters 5, 6, 8, & 9**
21	29-Mar (Wed)	Innovation Practices - Process	• Text: Managing the New Product Development Process (Chapter 11) • Case: Skullcandy: Developing Extreme Headphones • Article: Why the Lean Start-Up Changes Everything
22	31-Mar (Fri)	Innovation Practices - Projects	• Text: Choosing Innovation Projects (Chapter 7) • Case: The Mahindra Shaan: Gambling on a Radical Innovation
23	5-Apr (Wed)	Innovation Practices - Organizing	• Text: Organizing for Innovation (Chapter 10) • Case: Organizing for Innovation at Google • Case: Google: Project Aristotle • Article: Ambidextrous Organization
24	7-Apr (Fri)	Innovation Practices - Commercializing	• Text: Crafting a Deployment Strategy (Chapter 13) • Case: Deployment Tactics in the Global Video Game Industry • Article: Why the Lean Start-Up Changes Everything
25	**15-Apr**	**Final Group Pitch**	• **Final project presentation (See Project Handbook for requirements)**
26	**20-Apr**	**Final Group Pitch, continued**	• **Final write-up and Peer Evaluation due**
27	19-Apr (Wed)	Reflection	• Article: Why Learning is Central to Sustained Innovation
28	**22-Apr**	**Final Exam**	• **Chapters 7, 10, 11, & 13** • **All assigned articles**