Strategic Management of Innovation
(MGMT 583)

Spring 2017

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Required readings

- Schilling, Melissa A. 2017. Strategic Management of Technological Innovation. 5th Ed. McGraw-Hill Education.

- Package of Harvard cases available at the Memorial Union Bookstore

Course Description

Strategic Management of Innovation (Mgmt 583) is based on critical analysis and discussion of cases focused on strategic management of technology-based innovation. The course is concerned with the assessment of a firm's innovative capabilities and business model, and with the study of competitive dynamics to manage innovative processes. Over the course of the semester students review practical applications with emphasis on implementation, including internal corporate venturing, the promotion and institutionalization of innovation, and the role of strategic leaders and organizational teams.

Course Type

This is a "hybrid" or blended, also called "flipped," course, in which some components are face-to-face in the classroom (F2F) and some are online.

Benefits

This structure was chosen because:
1. Students can read concepts, listen to lectures, and take quizzes at their own pace.
2. Discussion of concepts' application and cases allows students to better understand and remember concepts.

Face-to-Face (F2F) Meeting Times

Tuesdays 6:40 to 10:00 PM
Office hours: Tuesdays 5:30 to 6:00 PM and by appointment

Process

1. Students read assigned weekly chapters and cases before attending classes
2. Listen to online lecture and take online quiz.
3. Return to class for F2F debriefing and discussion of concepts' application (F2F students).
4. Participate in case discussion (F2F students)
5. Post main learning from case (online students)
6. Select firm's recent innovation, news article, and chapter for project
7. Write and present project

Course Objectives

The main objectives of MGMT 583 are that students learn 1] the industry dynamics of technological innovation, 2] formulation of and 3] key success factors in implementing a technological innovation strategy, as well as 4] the influence of strategic leadership on organizational innovation. Additionally, students should be able to understand 5] how the main concepts learned in class apply in business, and 6] communicate how these concepts apply in a business setting. Students should also learn to 7] effectively communicate, collaborate, and accomplish team tasks.

First, by the end of the course students should have a good understanding of the *industry dynamics of technological innovation*, including the role, drivers, and attributes of technological innovations, as well as of the main sources and types of innovation, standard battles and design dominance, and timing of entry.
Second, by the end of the course students should have a good understanding of *how to formulate a technological innovation strategy*, including determining a firm's strategic direction, choosing innovation projects, evaluating collaboration strategies, and protecting proprietary technology.
Third, by the end of the course students should have a good understanding of the key success factors in *implementing a technological innovation strategy*, including organizational structure, the new product development (NPD) process, NPD teams, and deployment strategy.
Fourth, by the end of the course students should have a good understanding of *the influence of strategic leadership* on formulation and implementation of innovation, including the impact of chief executives' (CEOs) demographic characteristics, leadership style, and personality.
Fifth, by the end of the course students should have a good understanding of *how the concepts learned in class apply in the business world*. The discussion of cases is designed to help review, discuss, and understand the application of the main issues related to strategic management of innovation.
Sixth, by the end of the course students should be able to *orally and visually communicate how the main concepts learned in class* have been applied in the business world. An individual presentation of a group project explaining the industry dynamics of a technological innovation or how a firm implemented a technological innovation strategy allows students to show their content, organization, and mechanics' communication skills.
Seventh, by the end of the course students should have a basic understanding of the main *elements that determine teamwork performance*, including communication, collaboration, and task accomplishment. Teams formed at the beginning of the semester will work together in case in-class preparation, take-home, written tests, and project and presentation preparation.

Grading	**Points**
Class Contribution	170
Quizzes	180
Test 1	150
Test 2	150
Test 3	150
Concept Application Project	100
Teamwork – peer evaluation	50
Presentation	50
Total	**1000**

Grades will be determined as follows:

A	≥ 930 points	B+	870 to 899	C+	770 to 799	D+	670 to 699	F	≤599
A-	900 to 929	B	830 to 869	C	730 to 769	D	630 to 669		
		B-	800 to 829	C-	700 to 729	D-	600 to 629		

Grades
All grades will be posted in Blackboard. If you disagree with any grade, please email me to schedule an appointment (in my office or by phone). In your email clearly articulate the reason of your disagreement.

Please remember that I cannot send or explain any grades by email

PLAGIARISM: All assignments and written tests will be analyzed with a software to detect plagiarism. Any assignment or test with content from non-referenced sources and/or any cut and pasted material will receive an F as final grade for the course.

Participation Rubric

A	B	C	D	F
-Answer questions with well-developed answers that include explanations and comments that advance level and depth of dialogue. - Fully prepared, participates actively and listens to classmates. - Has answers to main issues in cases	-Mostly prepared and participates actively and listens to classmates. - Has answers to main issues in cases	Inconsistently prepared and does not participate but listens actively - Does not disrupt	-Rarely prepared and does not participate or listen -Absent from in-class activities -Misses cases and/or quizzes -Does not disrupt -Lack of interest -Participate without raising hand and being asked to participate	-Not prepared and does not participate or listen -Absent from in-class activities -Misses cases and/or quizzes -Disrupts class: plays with computer or cellular phone -Noticeable lack of interest, does not follow instructions -Abandons class

Class Contribution
Students should prepare cases in advance of classes. This preparation should include the identification of key issues, problems and opportunities; the articulation of alternative approaches to deal with the identified problems; the selection of a preferred strategy; and the formulation of a concrete action plan to implement the strategy.

The development of communication skills is given high priority in this class because the vast majority of managers' interactions involve verbal communication. The classroom should be considered a laboratory in which students can test their ability to convince their peers of the correctness of their approach to complex problems and of their ability to achieve the desired results through the use of that approach.

Class contribution will be graded based on participants' ability to listen, willingness to interact with other class members, presentation of points relevant to the discussion, additions to the understanding of situations discussed, distinction among different kinds of data, and study of situations, versus mere repetition of facts without analysis or conclusions, according to the rubric above.

Please always raise your hand when you want to participate and wait for the instructor to ask you to participate.

Suggested Readings:

Mark Johnson, Clayton Christensen, & Henning Kagermann. 2008. Reinventing your business model. *Harvard Business Review*, 86(12): 50-59.

Joseph L. Bower & Clayton M. Christensen. 2000. Disruptive technologies: Catching the wave (HBR OnPoint Enhanced Edition)

Geoffrey A. Moore. 2004. Darwin and the demon: Innovating with established enterprises. *Harvard Business Review*, 82(7/8):86-93.

George S. Day. 2007. Managing the innovation portfolio. Is it real? Can we win? Is it worth doing? Managing risk and reward in an innovation portfolio. *Harvard Business review*, 85(12): 110-120.

Moss, Rosabeth K. 2006. Innovation: The classic traps. *Harvard Business Review*, 84(11): 73-83.

Morten T. Hansen and Julian Birkinshaw. 2007. The innovation value chain. *Harvard Business Review*, 85(6): 121-130.

Bale Ayer and Thomas Davenport. 2008. Reverse engineering Google's innovation machine. *Harvard Business Review*, 86(4): 59-68.

Peter F. Drucker. 2000. The discipline of innovation. *Harvard Business Review*. On Point Edition.

Scott D. Anthony, Matt Erying, & Lib Gibson. 2006. How to map your innovation strategy. (Harvard Business Review OnPoint Enhanced Edition).

W. Chan Kim and Reneé Mauborgne. 2015. Red ocean traps. *Harvard Business Review*, 93 (3): 68-73.

Missing classes:

Students who miss the first day of classes, need to do the following assignments, which will serve a basis for their participation points that day:

- One-page, single-spaced summary of the syllabus with an emphasis on assignments, quizzes, final project, and main recommendations
- One-page, single-spaced summary of the lecture on disruptive innovation and its relation with the concepts in Chapter 3 of the textbook.
- One-page, single-spaced summary of the lecture on business models and its relation with general innovation topics

Students can miss up to one class with no justification and need to submit four assignments:

1] Single-spaced answers to each of the case assignment questions (found at the end of this syllabus) in 150 to 200 words each question (total of 450 to 600 words) before class.

2] Additionally and also before class, single-spaced answers, in 450 to 600 words in total, to the questions of the opening cases of the textbook chapter(s) assigned for that class. This assignment starts with chapter 2.

3] One post, before Friday by 6:00 PM, with a 150-200-word analysis of the main learning of each case and its application in the business (total of 450 to 600 words)

4] One-page, single-spaced summary of each one of that class' suggested readings

Participation for online students
Class participation of online students will be graded according to two assignments:

1] One single-spaced page with answers to each case assignment questions (found at the end of this syllabus) in 150 to 200 words per question for a total of 450 to 600 words, before class (50%). *

2] One post, before Friday by 5:00 PM, with a 150-200-word analysis of one of the main learnings of each textbook opening case as discussed in class and its application in the business world as well as with a 150-200-word analysis of one of the main learnings of the main Harvard case as discussed in class and its application in the business world ** (that is a total of 450 to 600 words) (50%).

* All assignments are graded over 10 points and then an average is estimated for final grading.

** Students who refer to learnings not discussed in class will receive no points.

Summary weekly tasks for online students
Before class
Answer and submit through Blackboard questions to assigned case
Take online quiz
After class
Post in Blackboard
Learning from one chapter opening case: 150-200 words
Learning from second chapter opening case: 150-200 words
Learning from assigned case: 150-200 words

Quizzes
All students are required to read the assigned chapter(s), listen to the online class presentation, and take an online quiz before class. Quizzes will start with chapter 2 and chapter 3.

Tests
Tests will include two sections:
Section 1: (individual) all multiple choice and include questions from the chapters and from concepts and examples discussed in class.

Section 2: (group) take-home, written case analysis based on case and/or video

Late assignment or quizzes receive no points
Email etiquette:
Subject: include the objective of your email and the number of the class in parentheses in the email subject line (e.g., need to meet to discuss concepts (MGMT 583). I give emails without subject my lowest priority.

Content: Make sure to address the email to me, indicate the reason or objective of your email, and who you are (e.g., Pol, could we please meet sometime tomorrow Thursday between 9 and 11 AM to discuss the concept of dominant design? Best, Mia H. I instantly delete emails without content.

Cellular-phone-free environment. Please turn off and put away your cellular phones before entering the classroom. Class participation will be severely affected by the use of any non-class related material. Also avoid the use of computers in class unless you occasionally need them to take notes.

Peer evaluation:
Each student should submit through Blackboard an evaluation of each of one of their team members, following the guidelines of the rubric posted in Blackboard.

PROJECT
Groups of approximately 4 to 5 students will be formed by the instructor after the second week of the semester. Each group is required to select one chapter of the textbook, find at least one article about a recent innovation of a public firm, and write a three-page*, single-spaced project. The project should **not** be based exclusively on the ***summary*** of an article but include an explanation on how the article illustrate concepts from one specific chapter in the textbook as well as main group's recommendations on how the firm should improve its innovation performance. It is very important to have a good understanding and explanation of all main concepts in the chapter selected to make a strong connection with the different elements of the innovation analyzed.

Although the project requirement is to have only one article, the use of several articles can be helpful in analyzing and elaborating the main elements of the innovation and of the innovation performance of a firm. Firm's cases, annual reports and websites can be useful information sources but should not be the basis of any project and cannot be used as substitutes of the main article(s). The article can be based on any type of public company, international or domestic, small or big, and from any industry. The main article, as well as any other articles selected have to be from well-known, prestigious publications (example: *The Economist, The Wall Street Journal, The New York Times, Fortune, Bloomberg Business Week, Financial Times, Academy of Management Perspectives, Harvard Business Review, among others)*. Blogs and unknown websites are unacceptable.

* Endnotes, references, tables, and exhibits do not count toward the 3-page limit

Project requirements
Students need to send the instructor an email with copy (i.e., cc) to all members of the group requesting authorization of the firm as well as of the textbook chapter they will analyze. Textbook chapters will be assigned to groups on a first-come, first-served basis (all groups

should do different chapters and analyze different firms). Groups that present projects without this authorization may lose all points.

Include a copy of the main article used when you submit the final project. Face-to-face students will turn in hard copies of both the project and the article.

Project Grading

Section	*Pages per section*	*Points*
Executive Summary	1/2 page	20
Summary article	1/2 page	10
Textbook concepts illustration & analysis	1 page *	40
Innovation performance recommendations	1 page	30
Total		**100 points**

Presentation

All students should participate in the group presentation the last day of class on April 4. Presentations should last about 15 minutes per group.

Online students are required to post a group presentation with about three-minute video individual presentations by April 3. Groups should nominate a group leader who will coordinate and post the group's presentation.

NO NOTES

Executive Summary

The executive summary condenses the main findings, conclusions and recommendations of the main document in the same order as they appear in the text of the paper. Every topic or theme developed in the project should be mentioned in the executive summary (i.e., summary, illustration of concepts, and recommendations). Students should remember that many times, the executive summary will be all that the reader (typically, your boss or supervisor) will review; therefore, it needs to guide the reader to the relevant points efficiently. When a finding or a conclusion is interesting, some people go to the main text for clarification. The executive summary will appear before the main paper.

Textbook concepts and recommendation

Please indicate how the innovation selected illustrates the concepts learned in the textbook chapter selected by your group. You may for instance explain what type of innovation the firm launched (chapter 2), analyze whether the innovation is or may become a standard design (chapter 4) or the appropriateness of the time of entry (chapter 5), how it fits the firm's strategic direction (chapter 6), where it fits in the firm's innovation portfolio (chapter 7), how is the result of a strategic alliance (chapter 8), whether, how and why the firm is protecting or should protect its innovation (chapter 9), how its organizational structure affect the firm's ability to innovate (chapter 10), how the new innovation maximizes fit with customer objectives or minimizes time-to-market (chapter 11), how the firm structures its teams and how well such structure is matched to the innovation launched (chapter 12) or the main marketing elements involved in launching the innovation (chapter 13).

Innovation performance analysis & recommendation

Please keep in mind this this project is not a summary of the innovation activities of a firm but an analysis of a recent innovation and how this innovation and the innovative activities of the firm illustrates innovation concepts. Based on the concepts learned in class throughout the semester, analyze the current innovation performance of the firm and make recommendations to improve

such performance. For this section you are encouraged to use concepts from several chapters so that you provide a comprehensive recommendation. Make sure to be specific and avoid vague, general, keep-doing-the-same type of recommendations.

Course Outline objectives
JANUARY
Session #

10	**#1**	Introduction / Objectives / Ch1: Introduction: course theoretical framework *Business Models* *Disruptive Innovation*
	Obj 1 5	*Importance and drivers of technological innovation* 1. The role technological innovation plays in the competitive dynamics of industries and how technological innovation affects society 2. Drivers of technological innovation. 3. Attributes of successful innovation strategies
17	**#2**	Take online Quiz 1 before class Ch2: Sources of Innovation Ch3: Types and Patterns of Innovation Case 1: Uber: Changing the Way the World Moves
	Obj. 1 5	*Industrial dynamics of innovation: sources and types of innovation* 1. The relationship between creativity and innovation. 2. The role played by individuals, firms, universities, governments, and non-profits in innovation. 3. The role of collaborative networks in innovation, including technological spillovers, and technology clusters. 4. Basic information needed to formulate technology strategies. 5. Differences in the types of innovation, technology improvement trajectories and technology diffusion rates 6. Differences in individuals that adopt an innovation early, later, or never 7. Identification of factors that determine why some firms will adopt a new technology quickly while others adopt much later or not at all.
24	#3	Take online Quiz 2 before class Ch4: Standards Battles and Design Dominance Ch5: Timing of Entry Case 2: Ford v. GM: The evolution of Mass Production
	Obj. 1 5 7	*Industrial dynamics of innovation: standard battles, design dominance, timing of entry* 1. Reasons dominant design emergence and importance of technological superiority 2. Primary sources of increasing returns and network externalities. 3. Tools to determine whether "winner-take-all" markets are good for consumers. 4. Multidimensional model for assessing the value of a technology to buyers. 5. Trade-offs between early and late entry into an industry. 6. Effects increasing returns to adoption on product diffusion and entry timing. 7. Characteristics that enable firms to choose when to enter an industry
31	**#4**	**Test 1** Case 3 (for Test 1): American Airlines in 2011
	Obj.	1, 5, 7

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7	**#5**	Take online Quiz 3 before class Ch6: Defining the Organization's Strategic Direction Ch7: Choosing Innovation Projects Case 4: LEGO ***Work on project***
	Obj. 2 5 7	*Formulation Strategy: Strategic direction and choosing innovation projects* 1. Internal and external analysis of firms' capabilities to the formation of a technology strategy. Basic tools necessary to analyze a company's positioning and strategies. 2. Distinction between strengths, core competencies and sustainable competitive advantages, and competitive position. Firm's priorities for investment. 3. Strategic intent (e.g. an overall direction with ambitious, forward looking goals). 4. Quantitative and qualitative methods to evaluate innovation projects. Importance of a balanced R&D project portfolio (i.e. advanced R&D, breakthrough, platform, and derivative).
14	**#6**	Take online Quiz 4 before class Ch8: Collaboration Strategies Ch9: Protecting Innovation Case 5: HTC Corp. in 2012 ***Work on project***
	Obj. 2 5 7	*Formulation Strategy: Collaboration strategies and innovation protection* 1. Factors firms use to evaluate collaboration opportunities. 2. Collaboration forms and the tradeoffs associated with each of them. 3. Crucial successful collaboration factors. 4. Mechanisms a firm has available to protect an innovative technology 5. Types of protection mechanisms, extent to which the protections should be applied. Continuum between wholly proprietary and wholly open where firms should place a technology.
21	**#7**	**Test 2** SoyWax (*To be provided by instructor*)
	Obj.	2, 5, 7
28	**#8**	Take online Quiz 5 before class Ch10: Organizing for Innovation Ch11: Managing the New Product Development Process Case 7: Timberland ***Work on project***
	Obj. 3 5 7	*Implementation: Organization and new product development* 1. Impact of size and structure on a firm's ability to innovate and implement new technologies. 2. How different dimensions of organizational structure affect a firm's ability to innovate. 3. Factors that affect the choice of organizational structure in multinational organizations. 4. Objectives of new product development projects: maximize fit with customer objectives, minimize time-to-market, and control development costs. 5. Strengths and weaknesses of "best practices" used in managing the new product development process.

		6. Metrics used to evaluate new product effectiveness and innovation performance.

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7	**#9**	Take online Quiz 6 before class Ch12: Managing the New Product Development (NPD) Teams Ch13: Crafting a Deployment Strategy Case 8: Tesla Motors ***Work on project***
	Obj. 3 5 7	*Implementation: managing NPD teams and deploying strategy* 1. Impact of team composition (e.g., size, diversity) on potential for problem solving, coordination and communication costs. 2. Different ways teams can be structured, how structure influences performance of the team, and how team structure can be matched to project type. 3. Team leadership and administration 4. Key elements of deployment including timing, licensing and compatibility, pricing, distribution, and marketing. 5. Analyses that should be conducted when deciding on a deployment strategy.
14		Spring Break: no class
21	**#10**	Strategic Leadership and Innovation Case 9: Zensar: The future of vision communities (A) ***Work on project***
	Obj. 4 5 7	*The influence of strategic leadership on organizational innovation* 1. Influence of strategic leadership on organizational outcomes 2. How demographic characteristics influence CEO and top management team (TMT) decisions 3. Impact of different leadership styles on innovation (Transformational and transactional leadership) 4. The role of personality in influencing innovation
28	**#11**	**Test 3** Case 10: Whither the Weather (Company): Forecasting 2016
		Obj. 3, 5, 7

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4	**#12**	*Project Presentations*
		Obj. 1, 2, 3, 4, 5, 6, and 7

Cases' Assignment Questions

Case 1: **Uber: Changing the way the world moves**

1. What elements of a disruptive innovation does Uber have? What factors determine whether this is a winner takes all market? (read pages 71-76 in Chapter 4)
2. What is Uber's value proposition for consumers? What is Uber profit formula, key resources, and key processes
3. What should Uber do to keep growing?

Case 2**: Ford vs. GM: The evolution of mass production**

1. What do you think were the most important contributors to the successful development of Ford's production system?
2. How would you characterize the different approaches Ford and GM took from 1910 to 1920?
3. Why did the Ford Motor Company lose its first-mover advantage?

Case 3: **American Airlines in 2011**

Prepare the application of concepts from Chapters 1, 2, 3, 4, and 5 for Test 1

Case 4: LEGO

1. Use Porter's framework to analyze LEGO's positioning vis-à-vis the Five Forces in the traditional toy industry.
2. What is that Mr. Fixit (Ploughman) did that failed? Why did Knudstorp plan work?
3. What should LEGO do regarding its new planned play system: go outside the core, have an only-girls' version?

Case 5: **HTC Corp**

1. Evaluate HTC's performance to date, what are its competitive assets and liabilities?
2. Is HTC's competitive position sustainable? What are the main challenges HTC faces? How do they affect HTC's competitive position?
3. What should be HTC's Operating System (OS) strategy: stay the course, develop or buy an OS, license another OS?

Case 6: SoyWax

Prepare the application of concepts from Chapters 6, 7, 8 and 9 for Test 2

Case 7**: Innovation at Timberland: Thinking outside the shoe box**

1. Was iF set up for success? What worked? What should have been done differently?
2. Why did Travel Gear fail while PreciseFit looked more promising?
3. After learning from earlier experience is iF now in a position to catalyze change throughout Timberland and produce innovations that the rest of the organization will receive and use?

Case 8: **Tesla Motors**

1. What has Tesla done to overcome the main barriers of entry into the large and established automobile industry?
2. What factors have allowed Tesla to design the Model S, their first production car and only second mass-produced electric vehicle, at roughly half the cost than usually takes to experienced car manufacturers, while winning a car-of-the-year award and the best consumer report ever? (Make sure to consider exhibits 3 and 10)
3. Prepare a marketing plan for Tesla for 5 years (at the time of the case). Make sure to include all marketing variables: people, product, price, promotion, and physical distribution

Case 9: **Zensar: The future of vision communities (A)**

1. What are the key elements of Natarajan's approach to leadership? What skills does it require? What are the advantages and disadvantages of his approach?
2. What is your assessment of Zensar's human resources practices?
3. What role is played by Vision Communities? What makes them effective? How (if at all) should the Vision Community process change as Zensar becomes larger and more geographically

Case 10: **Whither the Weather (Company): Forecasting 2016**

Prepare the application of concepts from Chapters 10, 11, 12, and 13 for Test 3

Academic Dishonesty
The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.
http://www.dso.iastate.edu/ja/academic/misconduct.html

Students with Disabilities
Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.

Harassment and Discrimination
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

Religious Accommodation
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

Contact Information
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu

List of cases

No.	**Harvard Business School Case**	**Case Number**
1	Uber: Changing the Way the World Moves	**316101**
2	Ford vs. GM: The Evolution of Mass Production (A)	**614010**
3	American Airlines in 2011	**615009**
4	LEGO	**613004**
5	HTC Corp. in 2012	**712423**
6	Soywax (To be provided by instructor)	
7	Innovation at Timberland: Thinking outside the shoe box	**306064**
8	Tesla Motors	**714413**
9	Zensar: The future of vision communities (A)	**311024**
10	Whither the Weather (Company): Forecasting 2016	**316143**

Course Outline (Abridged) and Suggested Readings

	Session #	JANUARY
10	**#1**	Introduction / Objectives / Ch1: Introduction: course theoretical framework *Business Models* *Disruptive Innovation*
		Mark Johnson, Clayton Christensen, & Henning Kagermann. 2008. Reinventing your business model. *Harvard Business Review*, 86(12): 50-59. Joseph L. Bower & Clayton M. Christensen. 2000. Disruptive technologies: Catching the wave (HBR OnPoint Enhanced Edition)
17	**#2**	Take online Quiz 1 before class Ch2: Sources of Innovation Ch3: Types and Patterns of Innovation Case 1: Uber: Changing the Way the World Moves
		Peter F. Drucker. 2000. The discipline of innovation. *Harvard Business Review*. On Point Edition. Geoffrey A. Moore. 2004. Darwin and the demon: Innovating with established enterprises. *Harvard Business Review*, 82(7/8):86-93.
24	#3	Ch4: Standards Battles and Design Dominance Ch5: Timing of Entry Case 2: Ford v. GM: The evolution of Mass Production
		Richard Wise and David Morrison. 2000. Beyond the exchange. *Harvard Business Review*, 78 (6): 86-96. W. Chan Kim and Reneé Mauborgne. 2015. Red ocean traps. *Harvard Business Review*, 93 (3): 68-73.
31	**#4**	**Test 1** Case 3 (for Test 1): American Airlines in 2011

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7	**#5**	Ch6: Defining the Organization's Strategic Direction Ch7: Choosing Innovation Projects Case 4: LEGO
		David Collis, 2016. Lean strategy: Start-ups need both agility and direction. *Harvard Business Review*, 94 (3): 62-68. George S. Day. 2007. Managing the innovation portfolio. Is it real? Can we win? Is it worth doing? Managing risk and reward in an innovation portfolio. *Harvard Business review*, 85(12): 110-120.
14	**#6**	Take online Quiz 4 before class Ch8: Collaboration Strategies Ch9: Protecting Innovation Case 5: HTC Corp. in 2012
		Nathan Furr, Kate O'Keeffe, and Jeffrey H. Dyer. 2016. Managing Multiparty Innovation. *Harvard Business Review*, 94 (11): 76-83. Joachim Henkel and Markus Reitzig. 2008. Patents sharks. *Harvard Business Review*, 86 (2): 129-133
21	**#7**	**Test 2** Case 6: SoyWax (*To be provided by instructor*)

28	**#8**	Take online Quiz 5 before class Ch10: Organizing for Innovation Ch11: Managing the New Product Development Process Case 7: Timberland
		Moss, Rosabeth K. 2006. Innovation: The classic traps. *Harvard Business Review*, 84(11): 73-83. Amos Winter and Vijay Govindarajan. 2015. Engineering Reverse Innovations. *Harvard Business Review*, 93 (7-8): 80-89.

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7	**#9**	Ch12: Managing the New Product Development (NPD) Teams Ch13: Crafting a Deployment Strategy Case 8: Tesla Motors
		Scott D. Anthony, Matt Erying, & Lib Gibson. 2006. How to map your innovation strategy. (Harvard Business Review OnPoint Enhanced Edition). Clayton M. Christensen, Taddy Hall, and Karen Dillon. 2016. Know your customers' job to be done. *Harvard Business Review*, 94 (9): 54-60.
14		Spring Break: no class
21	**#10**	Strategic Leadership and Innovation Case 9: Zensar: The future of vision communities (A)
		Wendy K. Smith, Marianne W. Lewis, and Michael L. Tushman. 2016. Both/And Leadership. *Harvard Business Review*, Morten T. Hansen and Julian Birkinshaw. 2007. The innovation value chain. *Harvard Business Review*, 85(6): 121-130.
28	**#11**	**Test 3** Case 10: Whither the Weather (Company): Forecasting 2016

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4	**#12**	*Project Presentations*