MBA 717 (CRN 11502): INNOVATION
Spring 2021, Thursday, 6:30 – 9:20pm
University of North Carolina at Greensboro

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Office Hours: Thursday, 5:30 – 6:15pm by appointment

Course Description

MBA 717 provides understanding about the fundamentals and strategies of innovation in organizations. Mindsets, methods, skills, and tools to innovate in organizations are emphasized. The course is designed to provide both knowledge and practice in innovating, so that students are prepared to carry out this process in an existing or new organization, whether for or not for profit. Innovation at its core is inventive and effective problem solving, and best implemented through constructive mind- and skill-sets. Consequently, the course will cultivate these capacities at individual and group levels to enhance the innovation process and outcomes.

Student Learning Objectives (SLOs)

The goals for students of this course are as follows:

1. Explain the nature, variety, and strategies of innovations by organizations
2. Formulate mindsets and generative human capacities for awareness, insight, collaboration, creativity, and problem-solving for innovation
3. Apply innovation knowledge and fundamentals to address an organizational opportunity, challenge, or need
4. Propose an innovation by framing, conceiving, researching (primary and secondary), designing, prototyping, testing, refining, and planning implementation of a solution to a complex problem

Attendance & Participation

This is an online synchronous class, which means that class will be held each Thursday from 6:30 – 9:20pm over Zoom throughout the semester unless otherwise noted. Please go to the Canvas course site for all Zoom links and class session recordings. Students are expected to attend all Zoom class sessions in their entirety. All assignments and work are to be submitted via Canvas, not email.

Three (3) unexcused absences, which include illnesses, out-of-town business trips, and other schedule conflicts, are permitted. Each additional absence without prior notification and consent of the instructor will result in a 10-point deduction from the total course score at the end of the term. Students should be online (with faces showing) at the start time and remain throughout the class period. Late arrival or early departure constitutes an absence. Students are encouraged to attend all sessions, and the participation grade will be lower with absences than without.

To grade participation, all students should be on camera for the entire class duration unless on break or in a breakout session. In other words, no substitute photos or images. Microphones are to be on mute, unless speaking or asking a question, in order to reduce distractions during the Zoom session.

Note that considerable team work will be done during class, such that absences are detrimental to timely and effective progress of the team innovation project. Teams are expected to use the class time provided to work on their projects. Significant time is also required outside of class, so plan accordingly. If you anticipate that the required assignments for this course, including team meetings, conflict with your work obligations, please plan on taking the course another semester. Due dates, exams, and absence policy will not be
negotiated in fairness to other students. In general, participation in class discussions is expected. A score will be given for participation in class discussions. Participation does not mean mere presence, but refers to active and thoughtful contributions to all class exercises and discussions. Both quality and quantity of comments and insights count.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>12%</td>
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<tr>
<td>Individual Writing Assignments</td>
<td>12%</td>
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<tr>
<td>Individual Class Participation</td>
<td>12%</td>
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<td>Final Exam</td>
<td>24%</td>
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<tr>
<td>Group Innovation Project</td>
<td>40%</td>
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<tr>
<td>Portfolio &amp; Prototype</td>
<td>25%</td>
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<td>Presentation</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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The course grading scale is below:

A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84-86%, B- = 80-83%, C+ = 77-79%, C = 74-76%, F = 73% or below

Grades, points, assignments, and due dates are not negotiable under any circumstances. Feedback provided on your work—from your team and the instructor—is intended to be constructively used for improvement. Please apply a growth mindset to all of your efforts in this course to maximize transformative learning. This is NOT a memorize-and-regurgitate for a grade course; it is more about acquiring deeper and more complex skills and mindsets to change and prepare you to solve innovatively any difficult problem you will confront.

**Academic Integrity**

Consistent with UNCG policy, evidence of academic dishonesty can result in a failing grade in the course and disciplinary review by the University. Cheating on exams or assignments and plagiarism are forms of academic dishonesty. Plagiarism includes passing off someone else’s works or ideas as your own, or paraphrasing material from a source (e.g. the Internet) without proper acknowledgement and citation. All sources in written work should be properly credited through formal citations. If unclear about what constitutes plagiarism, please ask the instructor prior to submission of work. Details on student conduct can be found at the following website: https://sa.uncg.edu/handbook/student-code-of-conduct-2/

**Health and Wellness**

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp or reaching out to recovery@uncg.edu

**Academic Accommodations**
UNCG respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at https://ods.uncg.edu/ or by calling 336-334-544 or visiting them in Suite 215, EUC.

**Required Readings**

The following three (3) books are required for this course, and may be obtained through various sources, including Amazon. Books are not available through the UNCG bookstore.

*Mindfulness for Creativity: Adapt, Create, and Thrive in a Frantic World* by Dr. Danny Penman, Piatkus, 2015


Additional required readings, videos, and websites will also be assigned and posted on Canvas.

**Other Required Materials**

Students are to bring materials to class for class exercises and the team project, such as post-it-notes and markers. Also students are to use Jamboard for in-class team work or procure a good substitute (e.g. Stormboard). Jamboard is free as part of the Google/Gmail suite.

**Discussion Board Assignments**

Students will post completed assignments on the Canvas discussion board and respond to other students’ postings. For weeks with discussion board assignments, the assignment must be posted by 11:59pm Sunday that week, and at least one response to other students’ submissions by 6:30pm Thursday that same week (assume Sunday is the start of the week). Each assignment (submission and response) is graded. These assignments will open about a week before they are due to coincide with course content and maximize learning.

Responses to other students’ work cannot be made before submitting one’s own work. Late submissions and postings will be accepted but with significant point deductions (see Late Submission Policy hereafter). Clear, concise, well structured, substantive and focused responses to the assignment questions are valued over long, vague, meandering comments or comments that merely affirm what other students have already written.

**Individual Writing Assignments**

Students will be assigned readings, do exercises based on the readings, and write papers by the specified deadlines. Please put your name on each paper. All written assignments are required to be submitted to Canvas by the specified deadlines. Written assignments will be open about a week before they are due; these assignments are not intended to be done in advance in order to correspond with in-class content.

Assignments should be written thoughtfully, clearly, concisely, logically, and in a well structured manner, and in keeping with rules of standard English and effective business writing. Poor spelling, grammar, syntax, and punctuation, and disorganized, vague, superficial or hard to comprehend writing or not following
instructions will have points deducted. Late submissions will be accepted but with significant point deductions (see Late Submissions Policy hereafter).

All Canvas submitted individual assignments are automatically scanned for plagiarism via Turnitin. Students are advised to submit assignments in advance of the deadline, determine if there’s plagiarism, correct any issues, and resubmit by the deadline. Plagiarism on the submission for grading will result in an automatic zero on the assignment.

**Late, Non- or Plagiarized Submission Policy – PLEASE READ CAREFULLY**

It is important to complete and properly submit all assignments specified on time. Failure to submit assignments on Canvas per the deadline due to technical difficulties, not being aware of or having forgotten the deadline, or needing to address a plagiarism issue is the full and complete responsibility of the student. It is advised NOT to submit at the very last minute before the deadline in the event of a technical failure on Canvas, your computer, or the Internet. Always double check that you have submitted the correct file on time to the proper Canvas folder by the specified deadline. All assignments are submitted through Canvas unless specified otherwise. No email submissions to the instructor will be accepted as a substitute for Canvas submissions.

Late individual submissions will be accepted but with penalty. Each day late for an individual written assignment will result in an 11 point grade deduction. Non-submission or plagiarism of a written assignments will result in a zero. The assignment is considered a day late if it is submitted on the due date but after the 11:59pm or 6:30pm deadline, whichever applies. Assignments submitted after 11:59pm or 6:30pm the day after will be considered as submitted two days late, and so on.

Late team submissions will be accepted but with significant point deductions. Each day late for the portfolio, prototype, or presentation will result in an 11-point deduction for all members of the team.

Under no circumstances will failure by a team leader to submit the correct file by the deadline result in a pass for the rest of the team. Again, it is advised not to wait to the very last minute before the deadline to submit in the event of a technical failure on Canvas, your computer, or the Internet. Always double check that you have submitted the correct file on time to the proper Canvas folder by the specified deadline.

Group assignments submitted after 11:59pm or 6:30pm, whichever time applies, on the due date will be automatically considered as submitted one day late. Assignments submitted after 11:59pm or 6:30pm, whichever time applies, the day after the due date will be considered as submitted two days late, and so on.

All team assignments must be submitted first on the Turnitin folder to check for plagiarism, and submitted second on the regular assignment folder once any plagiarism issues are removed. Both must be submitted by the due date/time. Plagiarism on the final submission will result in an automatic zero on the assignment. Failure to submit a team assignment in the Turnitin folder will result in a 10-point penalty.

**Ethics Policies**

By enrolling in this course, students have agreed to abide by its ethics policies, including not cheating on exams or assignments; producing original work for this course; crediting information sources through formal citation (i.e. not plagiarizing); not copying, screen capturing or taking photos of lecture materials and sharing with individuals, websites, or organizations; and taking the final exam independent of any aids or devices besides those prescribed as well as not copying the exam or obtaining prior ones. Abiding by the policies also means accepting the consequences of violation, which can lead to course failure, disciplinary procedures, and legal actions.
Exam

A final exam will be administered covering all the reading materials, in-class exercises and discussions, group project, lectures, and any other content from the start of the course. THE EXAM WILL BE ADMINISTERED ONLY ONCE ON THE DATE/TIME POSTED FOR THE CLASS. NO EXCEPTIONS WILL BE MADE. The date/time is determined by the MBA office to remove conflicting exam times. Please plan accordingly. If the date does not work for you due to a schedule conflict, you are advised to enroll another term. The final exam is comprehensive of the entire course and all its contents. The exam will be administered through Respondus Lockdown Monitor, and requires a laptop or desktop with a camera. It is closed book, notes, and Internet. A required practice will be given a day before to ensure your technology is working.

Team Innovation Project

The course is designed to give students hands-on learning through an actual innovation project. Students will be placed in teams, decide on member roles, and carry out the innovation project. At the end of the semester, students will present their innovation project in the form of a written portfolio (report), presentation, and prototype to a live audience of managers and other interested persons.

The aim of the project is to develop an effective and appropriate innovation by applying individual and team mindsets and skills (called Human Flourishing) as well as strategically learning and executing the innovation process (called Design Thinking). Thus both the mental frames and tasks of innovating will be taught. Time will be devoted in class to work on projects, though more time will be spent outside of class. On the day of the presentation, formal business attire is required or points are deducted.

Leadership of the team will rotate so every member has a chance to lead. The leadership roles*, indicated on your team contract, are below:

Leader 1: Design brief, secondary research, and primary research
Leader 2: Concepts/ideation and napkin pitches
Leader 3: Prototyping
Leader 4: Presentation
Leader 5: Portfolio

*If your team has four members, Leader 3 should take responsibilities for prototyping and the presentation (noted above as Leader 3 & 4 tasks), and Leader 4 for the portfolio (noted above as Leader 5 task).

Suggested milestones for each of these roles are noted in the last page of the syllabus. Observing the milestone dates will keep the teams on track and avoid needless stress at the end of the term. Teams are self-managed and are therefore empowered to make critical decisions. Milestone dates are not required submission deadlines.

To ensure equal contribution, team members will anonymously and confidentially evaluate one another on key parts of the project. The evaluations will be used by the instructor to determine the individual grades for the group project. No member of a team can earn more than the group grade, but can receive one or more letter grades below that of the team. Team and individual grades for the project will be released after all team assignments and member evaluations are submitted to avoid affecting team members’ anonymous, confidential input.

Team conflicts will arise and must be carefully managed by the team. Teams should identify and address issues early in the project, including from low-contributing, uncooperative members and/or domineering individuals not open to input. Two discussions at least one week apart must take place with such individuals
in order to provide opportunity for corrective action. If the issue remains thereafter, the team may by unanimous vote remove the member. This does not require approval by the instructor. Removal must occur at least one week prior to the presentation. The instructor must be notified at the point of removal. Removal results in automatic failure on the project for that individual. No substitute assignment will be given to that student.

Why Did I Get a Lower Grade than the Team?

Students may receive lower grades than the team grade. This happens when the confidential team feedback indicates those individuals contributed less to the team assignment, such as by failing to fulfill commitments, turning in their work late, being a no-show for meetings, submitting work that had to be re-done by others, and/or having a negative or apathetic attitude towards the project or others in the team. The team contract describes expectations of each member, and as signed by all members is binding.

Note that if the arrangement is made that members will contribute less to certain parts of the project and more to others, with the understanding that contributions are equal for the project overall, then the confidential input should indicate that arrangement and how well each person fulfilled terms of that contractual arrangement.

The instructor will not provide the team input to students who are downgraded in order to maintain confidentiality and anonymity of the feedback. The grades, as with all others in this course, are not subject to negotiation or change. It is best throughout the course to maintain cooperative, engaged, conscientious, and growth minded attitude and actions on the project.

Why is Written and Presentation Excellence Emphasized?

In this course, students are expected to write all assignments well and present the final project very professionally. The standards for quality business writing are direct, concise, clear, logical, persuasive, and organized sentences and paragraphs in alignment with the assignment instructions, along with observing rules of grammar, syntax, punctuation, and consistent formatting and correct citation of sources. Meandering sentences, confusing or contradictory writing; vague statements forcing the reader to infer meaning; insufficient support for assertions or over generalizations; unreadable photos of handwriting or figures; or ignoring instructions will result in point deductions. Writing that makes the reader work hard to infer and understand meaning is poor writing not well received by managers.

If you or your team is unclear about instructions for an assignment, please speak with the instructor for clarification before the due date. If you are having trouble with writing, please go to the UNCG Writing Center.

The standards for highly professional presentations are very similar to writing, but in addition presenters need to be audible, engaging, and stay within time limits. Meandering discourse will be penalized. Slides must be readable, uncluttered, interesting, informative, and communicate quickly. They must however be sufficiently detailed that the audience sees your work is based on rigorous thinking and research along with imagination and effort. The challenge is all the more when the presentations are done over Zoom.

Quality writing and presentation is emphasized because they are often the only means by which ideas, including innovation solutions, are conveyed to decision-makers in organizations, hopefully persuading them of the merit of the work done and adoption of the proposed solution. If an innovation is fantastic but can’t be understood by the executives reading the report or watching the presentation, then it is unlikely to be considered and implemented. Written and verbal communications are consistently ranked in national surveys as the top skills sought by employers, along with problem solving and the ability to work in teams. The aspiration is for organizations to adopt and implement one or more innovations proposed by the class.
<table>
<thead>
<tr>
<th>Week (Unit)</th>
<th>Topics</th>
<th>Assignments (Post on Canvas)</th>
<th>Prepare for Class or Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21 Unit 1</td>
<td>Innovation *Course Overview *Innovation Key Questions (O1)</td>
<td>-Student Info document (1/21 during class) -Ethics Acknowledgement (1/21, 11:59pm)</td>
<td>-Read Ethics Acknowledgment</td>
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<tr>
<td>1/28 Unit 2</td>
<td>Innovation Strategies *Business &amp; Innovation Strategies (O1) *Creating an Innovation Strategy (O1) *Crisis Innovation Strategy (O1)</td>
<td>-Read Pisano (2015) and Lyman (2020)</td>
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<tr>
<td>2/4 Unit 3</td>
<td>Innovation Globalization *Globalization of Innovation (O1) *Base of the Pyramid Innovation (O1) *Frugal Innovation (O1) *Reverse Innovation (O1)</td>
<td>-DB1 Submission (2/4, Thurs, 6:30pm) -DB2 Submission (2/11, Thurs, 6:30pm)</td>
<td>-Read Winter (2015) and Nakata (2012)</td>
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<tr>
<td>2/11 Unit 4</td>
<td>Innovation Forms *Service &amp; Product Innovation (O1) *Open &amp; Closed Innovation (O1)</td>
<td>-DB1 Response (2/8, Mon, 6:30pm) -DB2 Submission (2/11, Thurs, 6:30pm)</td>
<td>-Read Berry (2006)</td>
</tr>
<tr>
<td>2/18 Unit 5</td>
<td>Innovation Methods *Stage-Gate (O1) *Design Thinking (O1)</td>
<td>-DB2 Response (2/15, Mon, 6:30pm) -Individual Survey (2/18, 6:30pm)</td>
<td>-Read Cooper (1990), Liedtka (2019), Nakata (2020a) Bring coffee filters</td>
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<tr>
<td>2/25 Unit 6</td>
<td>Human Flourishing Innovation (HFI) *The Approach (O1) *Design Thinking (O1) *Charac. Strengths &amp; Innovation (O2)</td>
<td>-DB3 Submission (2/25, Thurs, 6:30pm) -VIA Strengths Survey (2/25, Thurs, 6:30pm)</td>
<td>-Watch Liedtka video and take notes (<a href="https://www.youtube.com/watch?v=exBBVDzQO8&amp;t=1s">https://www.youtube.com/watch?v=exBBVDzQO8&amp;t=1s</a>) Bring your VIA results and Liedtka video notes Bring materials e.g. plastic cups, foil, markers, playdoh, legs, cardboard, etc.</td>
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<tr>
<td>3/4 Unit 7</td>
<td>HFI Application: Project &amp; Discover Phase *Project, Deliverables, and Teams *Discover through Research (O2,3,4)</td>
<td>-DB3 Response (3/1, Mon, 6:30pm) -WA1 Submission (3/4, Thurs, 6:30pm)</td>
<td>-Read Polly book, pp.5-14, 192-215, and chapters on your signature (top 5) strengths -Watch Ethnography video and take notes <a href="https://www.youtube.com/watch?v=nV0jY5VgymI">https://www.youtube.com/watch?v=nV0jY5VgymI</a> Bring Ethnography video notes</td>
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<tr>
<td>3/11 Unit 8</td>
<td>HFI Application: Mindsets &amp; Design Aids *Mindsets (O2) *Design Brief, Tools, &amp; Maps (O3,4)</td>
<td>-Team Contract Submission (3/11, Thurs, 6:30pm) -Team Research Plan Submission (3/11, Thurs, 6:30pm)</td>
<td>-Read innovation project assignment and presentation assignment -Read two McKinsey articles -Organize team Jamboard Bring secondary research and Jamboard Leader 1 Suggested Milestone: Research Plan and Initial Research</td>
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<tr>
<td>3/18 Unit 9</td>
<td>HFI Application: Design Phase *Innovation Case (O1,3) *Ideating-Divergence (O3,4)</td>
<td>-WA2 Submission (3/18, Thurs, 6:30pm)</td>
<td>-Read Dweck book, ch. 1-5, 8 (other chapters optional) -Read and prepare Innovation Case Bring primary research, innovation case answers, and Jamboard Leader 1 Suggested Milestones: Design Brief and Completed Research</td>
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<tr>
<td>3/25 Unit 10</td>
<td>HFI Application: Mindfulness &amp; Design Phase *Mindfulness (O2) *Ideating-Convergence (O3,4)</td>
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<td>Bring ideated-divergence concepts, piece of chocolate or candy, and Jamboard</td>
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<tr>
<td>4/1 Unit 11</td>
<td>HFI Application: Design Phase *Design: Prototyping (O3,4)</td>
<td>-WA3 Submission (4/1, Thurs, 6:30pm) -Confirmed Guests Info (4/1, Thurs, 6:30pm)</td>
<td>-Read Penman book, ch. 1 – 5 required, with ch. 6 – 8 optional Bring prototyping materials Leader 2 Suggested Milestone: Concepts &amp; Napkin Pitches</td>
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<tr>
<td>4/15 Unit 13</td>
<td>Presentation Due</td>
<td>-Turnitin and Final Presentation (4/15, Thurs, 6:30pm)</td>
<td>Leader 3 Suggested Milestone: Revised Presentation</td>
</tr>
<tr>
<td>4/22 Unit 14</td>
<td>Portfolio &amp; Prototype Finalization</td>
<td>-Team Presentation Grade Input (4/22, Thurs, 6:30pm) -Optional Portfolio-Prototype Feedback (Draft by Tues, 4/20, 11:59pm)</td>
<td>Leader 3 Suggested Milestone: Draft Prototype Leader 4 Suggested Milestone: Draft Portfolio</td>
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<tr>
<td>Date</td>
<td>Unit</td>
<td>Event/Task</td>
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<td>4/29</td>
<td>Unit 15</td>
<td><strong>Reading Day (No Class)</strong>&lt;br&gt;Portfolio &amp; Prototype Due&lt;br&gt;<strong>Wednesday, 4/28, 9:30pm</strong></td>
<td>- Turnitin and Final Portfolio &amp; Prototype (4/28, Wed, 9:30pm)&lt;br&gt;- Portfolio &amp; Prototype Grade Input (4/28, Wed, 11:59pm)&lt;br&gt;Leader 3 Suggested Milestone: Revised Prototype&lt;br&gt;Leader 4 Suggested Milestone: Revised Portfolio</td>
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<tr>
<td>5/6</td>
<td>Unit 16</td>
<td><strong>Final Exam, 5/6, Time TBD</strong>&lt;br&gt;(No Alternative Dates or Times)</td>
<td>- Respondus Monitor Trial&lt;br&gt;(5/3, Mon, 11:59pm)</td>
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O1, O2, O3, O4 = Student learning objectives 1, 2, 3, 4; DB1, DB2, DB3 = Discussion Board 1, 2, 3; WA1, WA2, WA3 = Written Assignment 1, 2, 3
*The date is tentative until announced later in the term by the MBA office. **NO alternative dates or times will be provided.** The MBA office selects the date/time to avoid conflicts among final exams. The exam will be done online through Canvas Lockdown Monitor and require prior practice per syllabus.