Management of Innovation
MGMT7035
Expectations
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Course Information:

Title: Management of Innovation  
Course #: MGMT 7035  
Credit Hours: 3G  
Term: Spring 2017  
Prerequisites: Graduate student from any college.

Instructor Information:

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Communication Policy: Students are encouraged to contact me anytime through Blackboard or via email [Add MGMT 7035 in the Subject] or office phone. Please use SMS for urgent messages. A response will be given within 24 hours except on weekends.

Course Description:

The Management of Innovation (MGMT 7035) course is a comprehensive review of the concepts of imagination, creativity, innovation, and entrepreneurship. The course focuses on the twelve elements of innovation and the twelve innovation competencies. The twelve innovation competencies are: innovative behaviors, thinking, problem solving, knowledge, creativity insights, culture building, innovation, entrepreneurship, strategy, leadership, ecosystems, and technology accelerators. The course integrates online and classroom blended learning, challenge-based learning teams, student produced evidence-based research videos, and practical experience from a diverse team of guest speakers to expand open-mindedness.
Student Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- To generate ideas by unlocking each person’s creative talents.
- To identify, classify and demonstrate the elements of innovation.
- To identify, classify and demonstrate the innovation competencies.
- To demonstrate how to be an effective team member by developing effective leadership skills, relationships with others, and building on the strengths of others.
- To demonstrate design thinking by making a prototype of an innovation through the efforts of a collaborative team by applying the three innovation criteria (business viability, people desirability and technology feasibility).
- To analyze and synthesize business case studies and thought leaders on innovation.
- To achieve practical experience from a unique and diverse team of guest speakers to expand student thinking.
- To demonstrate the capability to create a practical solution to a significant challenge through an independent innovation research project.
- To apply and demonstrate the systems’ thinking concept that encompasses people (relationships & connectedness), process and philosophies (whole, rather than just its parts and patterns) of innovation ecosystems.

Course Guiding Principles:

- Student involvement in the learning process
- Research-based content to ensure quality practices and results
- Instructional methods facilitate student achievement in authentic contexts
- Content inspires and challenges students to excel
- Explicit and clear student expectations

Competency Framework Purpose:

This course is based on applying the innovation and entrepreneurship competency framework that will enable the student to unlock their creative talents.

A key can be turned in two directions. Turn it one way and you multiply and unlock creative talents. Turn it the other way and you diminish and lock talent inside each person.¹

The purpose of the innovation competency framework that is used in this course is to provide an understanding of the attitudes, skills, knowledge, and experiences that are needed to increase imagination, creativity, innovation, and entrepreneurship new venture creation capability. By learning and applying the innovation competencies, new venture start-ups and existing organizations will be better able enhance talent, and become more effective.
Professionalism, Academics, Character and Engagement:

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

**P – Professionalism**
- Enhance oral & written *communication*, express ideas clearly, logically and persuasively.
- Develop and practice *teamwork* skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

**A – Academics**
- Develop foundational knowledge of core *business functions* and their interactions within firms.
- Begin applying functional and cross-functional knowledge *to critically analyze business problems*; for example applying techniques for business plan development.

**C – Character**
- Learn and apply *leadership* techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of *managing diversity*, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of *ethics and social responsibility* in business and personal settings.

**E – Engagement**
- Build understanding of importance and practices of *networking* through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of *involvement* in social organizations, community service, and professional group opportunities.

**Course Materials:**

*Required*

Innovation and Entrepreneurship: A Competency Framework, Charles H. Matthews & Ralph F. Brueggemann, Rutledge, 03/2015
Options for Accessing and/or Purchasing the Text Include:


A single user version of the full text is available as an eBook through the UC library. This means only a single student can access the eBook at a time.

Required Personalized Learning Book

This course offers an opportunity to personalize your learning. Personalized learning is adapting to the needs of each student. Every student has different prior knowledge and experience, a unique set of needs and wants, and different reasons for taking a particular course.

You can choose a wide variety to topics within each assignment that are relevant to your background. The personalization applies to all assignments. The individual innovation resource project requires that you select a book of your choice. The instructions are provided to you on Blackboard.uc.edu.

Required Human-Center Design Toolkit

The Field Guide to Human-Centered Design Toolkit, IDEO, 2015 is available on Blackboard and will be used for the Team Project. This is the instruction manual for your team project.

Smartphones, Laptops, Tablets, and iPads:

Students are responsible for the professional use of all devices in the classroom. Smartphones, Laptops, Tablets, and iPads can be used during class sessions for examinations quizzes, exercises, and taking class notes. However, be courteous of the ways it distracts you and peers. If you take class notes, you are expected to use the Journal in Blackboard.

Otherwise, Smartphones, Laptops, Tablets, and iPads are not permitted in class except for emergencies. Smartphones, Laptops, Tablets, iPads can cause disruptions and reduce your ability to fully engage.

Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information: Please see: https://www.uc.edu/content/dam/uc/ucit/docs/itpolicies/student_email_policy.pdf
Course and Grading Policies:

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. **Academic Integrity:** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct. Please see: [http://www.uc.edu/conduct/Code_of_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)

   - All academic programs at the Lindner College of Business use this “Two Strikes Policy”;
   - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
   - Students will be afforded due process for allegations as outlined in the policy.

3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. Please see: [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html)

4. **Missed and/or late examinations, quizzes, and graded exercises:** Students who have a valid reason for any exceptions will be given an opportunity for makeups.

5. **Campus Closures:** In the event of inclement weather and the university is closed, the instructor will notify the students regarding what actions to take.

6. **Criteria for letter grades:**

   Your course grades will be based on your meeting or exceeding the expectations.
Guest Lecturers

Guest lectures are used to add authenticity to the course and will be used to share knowledge and practical broad experiences. Guest lecturers provide actionable insights that you can learn to increase your innovation capability.

Total Course Assessment

- Team Innovation Project (TIP) Mind Map 5%
- Team Innovation Project Prototype and Presentation 15%
- Individual Field Case Studies* or Masters of Innovation (4 X 10%) 40%
  (At least two must the Field Case Studies) (IFCS/IMOI)
- Individual Innovation Research (IIR) Creativity Brief 5%
- Individual Innovation Research (IIR) Video 25%
- Individual In-Class Case Study Presentation (ICCS) 5%
- Individual Discussion Board and Class Participation (CP) 5%

100%

Note (1a): The TIP instructions and rubric are in a separate document.
Note (1b): Each student on the team will be given an opportunity to evaluate the contributions of each other team member to ensure effort parity.
Note (2): The IFCS and IMOI instructions and rubric are in a separate document.
Note (3): The IIR instructions and rubric are in a separate document.
Note (4): The In-Class Case Study (ICCS) instructions and rubric are in a separate document.
Note (5a): The Discussion Board and Class Participation rubric is in this document.
Note (5b): Each student can justify their engagement at the end of the course regarding their Class Participation.
Grading Scale

The final evaluation will be based on a percentage of the total number of points, with the following scale applied:

A = 96-100%
A- = 92-95%
B+ = 87-91%
B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%

Course Assessment:

Team Innovation Project

You will be part of a team that applies Challenge Based Learning (CBL) to complete a team innovation project (TIP). CBL integrates knowing and doing. Students learn knowledge and elements of the content, but also apply what they know to solve authentic problems and produce results that matter. “Challenge Based Learning is an engaging multidisciplinary approach to teaching and learning that encourages learners to leverage the technology they use in their daily lives to solve real-world problems. Challenge Based Learning is collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities and around the world to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience.”

The purpose of the team innovation project is to allow for each person to develop and practice their imagination, creativity, and innovation skills using challenge based learning. Teams will be formed early in the course to create the highest functioning teams. Your team will report on the innovation project the class sessions.

At the end of the class, you will have 15 minutes to present your innovation project including questions and discussion. Please submit your innovation project results to the assignment section on Blackboard on the target date requested. The expectations for this assignment are provided in separate instructions on Blackboard. A peer participation effort evaluation will be used to ensure that each team member does their fair share.

Individual Projects

Individual Field Case Study

You are expected to complete a total of four individual field case studies or master of innovation opportunities. The individual field case study template guides you through the preparation of the field case study. If you choose to do the master of innovation option, you are expected to complete at least two individual field case studies. The expectations for individual field case study are provided in separate instructions on Blackboard.
Individual Master of Innovation

The master of innovation assignment is an alternate option to the individual field case study if you prefer to learn about the thinking of innovators. Your assignment is to select one person from one of the four opportunities listed in the master of innovation instructions. A structured template guides you through your preparation of the master of innovation assignment. You cannot do more than two of the master of innovation opportunities. The expectations for the master of innovation assignment are provided in separate instructions on Blackboard.

Individual Innovation Research Project

The Innovation Research is an opportunity for you to propose a big idea. You will demonstrate your knowledge of how to integrate all of the class content, including the innovation competencies, assigned readings and your research interests into a comprehensive whole.

There are structured templates that guide you through the preparation of the innovation research studies. The expectations for innovation research project assignment are provided in separate instructions on Blackboard.

Individual In-Class Case Study

Each student is expected to choose in in-class case study from the assigned selections and present it to the class for discussion. Please be sure to associate the case study topic with the course content. The fast (10 minutes) case study can be an individual or a paired assignment. There is a discussion board that allows you to post your name, date, and topic. The expectations for the in-class case study assignment are provided in separate instructions on Blackboard.

Individual Class Participation

Class participation includes your interacting with the guest speakers, the instructor, discussion boards, your team member, and your classmates.

- Ideation (20%): Creates, interprets, classifies, explains, and produces meaningfully unique and original ideas and concepts based upon previous knowledge and experiences.
- Skills (10%): Understands the critical skills of creativity and innovation, critical thinking and problem solving, and communication and collaboration.
- Content (20%): Communication response clearly shows an understanding of the instructional material and related content by correctly defining the key learnings.
- Analysis (20%): Ability to analyze, evaluate and critique the ideas of others
- Synthesis (20%): Ability to synthesize, organize, and integrate concepts
- Communication Stylistics (10%): demonstrates effective visual, verbal and written communications skills.

The class participation is evaluated according to the comprehensive class participation rubric.
Learning Management System:

This course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. blogs, discussion boards, video lectures, readings, online assessments, etc.) the learner will become immersed and engaged in the learning process.

Instructional and Learning Model:

The course will use a variety of instructional methods to include mini-lectures, videos, case studies, techniques and tools, classroom discussion, experiential exercises, and in-class small group activities.

- Teaching trilateral model
  - Evidenced-based competencies based on the book that encompass the attitudes, skills, and knowledge needed for the future of innovation.
  - The freedom in a framework (templates) personalization model driven by numerous choices that students make.
  - Active learning through the use of multiple instructional models based on blended learning that focuses on online learning, project-based team learning (using design thinking), and in class innovation exercises.

- The course curriculum instructional material includes (1) book (the course elements and competencies), (2) guest speakers, (3) innovation stories (current events), (4) in-class case studies chosen by students, (5) narrated PowerPoint slides organized by book chapter, (6) class exercises, (7) and videos (links in the slides).

- The course assessments include (1) four field case studies and/or master of innovation (analysis of an innovation expert) selected by the students, (2) an individual innovation research project video, (3) a team innovation project to build a prototype using working models, story boards, or 3D printing (if available), (4) an in-class case study chosen by the student, (5) class participation. Most assignments have separate instructions, rubrics, and templates that are the framework and serve as the “guard rails” for the students.
The instructional and learning model will include the following:

- All teach all learn.
- Personalized/customization of your learning
- A multiple instructional and learning challenge-based learning model.
- A focus on universal challenges with local solutions
- An authentic connection with multiple disciplines
- An opportunity to develop 21st century skills
- The purposeful use of technology for organizing, collaborating, and publishing

**Personalization Model**

This course uses an instructional model that is based on personalization:

- Innovation elements and competency content discussions.
- Field case studies and/or master of innovation written assignments.
- In-class case study presentation assignment.
- Individual innovation research assignment.
- You select an innovation book for the individual research assignment.
- Team innovation project assignment.
- Guest speakers for authenticity, engagement, and added depth to the content.

**Learning Principles**

This course uses a personalized/customization model. Students are given choices regarding their topics of interest by doing assignments that includes research, creating, designing and building prototypes. Students learn best by collaborating with others who have radically different points of view, so effective classes are comprised of students, guest speakers and teachers from a variety of disciplines—the more the better.

**Innovation Techniques and Tools Learning**

A number of innovation technique and tools will be demonstrated. Innovation techniques and tools can be selected from any of the components of the framework.

**Instructional Design Material**

Based on educational research the course uses multiple or dual channels for effectiveness. The implementation of the dual channel concept is that each slide has a visual picture and a written narrative. The written narrative is for students to read later to reinforce the material and for studying for an assessment. The visual is for in-class instruction. There is a podcast that contains both the slides (visual and written) and the verbal narration.

Short stories about people and firms are integrated into the course. These stories are used so that learners can relate new information and skills more easily into what they already know in order to improve their learning of the course competencies.
Course Pathway

The first part of the course is the foundation that focuses on understanding innovation elements. The innovation elements are used to provide specificity regarding innovation terminology and enrich the learner’s vocabulary. The second part of the course focuses on the competency categories and sub-competencies. These are the attitudes, skills and knowledge to improve each person’s innovation capabilities.

Comprehensive Class Participation and Discussion Board Engagement Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Novice Needs Improvement</th>
<th>Competent</th>
<th>Proficient Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity, Ideation, Meaningfully Unique and Original Ideas</td>
<td>20%</td>
<td>Limited ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences.</td>
<td>Average ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences.</td>
<td>Excellent ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. Ideas offered are always substantive and provide one or more major insights as well as a productive direction for the class.</td>
</tr>
<tr>
<td>Critical Skills</td>
<td>10%</td>
<td>Applies few of the critical skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving, and (3) Communication and Collaboration.</td>
<td>Applies most of the critical skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving, and (3) Communication and Collaboration.</td>
<td>Applies the critical skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving, and (3) Communication and Collaboration.</td>
</tr>
</tbody>
</table>

Class Participation and Discussion Board Engagement *
<p>| Content: Demonstrated Knowledge of Course Content | 20% | Communication response shows that the student shows very little evidence that they have read and understood the instructional material and related content and that they are able to effectively apply the essential elements by defining the key terms, summarizing concepts, and providing accurate application. | Communication response shows student has read the content and is beginning to understand the essential elements of the instructional material and related content by defining a few key terms, summarizing concepts, and providing accurate application. | Communication response clearly shows student has read and understood the instructional material and related content by correctly defining the key terms, summarizing concepts, and providing accurate application. |
| Analysis and Understanding | 20% | An analysis is not provided with regard to the larger concepts of the lesson. | An analysis is provided with regard to the larger concepts of the lesson; however, support is needed to provide clarification of concepts. | A clearly stated and supported analysis is provided with regard to the larger concepts of the lesson. |</p>
<table>
<thead>
<tr>
<th>Synthesis, Evaluation, and Completeness</th>
<th></th>
<th>Response vaguely answers each part of the issue or question posed. This person contributes little to the class. If this person were not a member of the class, the quality of the discussions would not be significantly changed.</th>
<th>Response somewhat answers each part of the issue or question posed. This person demonstrates thorough class preparation. The arguments, when presented, are generally well-supported and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished.</th>
<th>Responses are relevant and directly answer each part of the issues or questions posed. This person demonstrates exceptional preparation. The arguments are well-supported (with tangible evidence) and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>10%</td>
<td>Limited or inappropriate use of vocabulary related to topic. Many errors in spelling and grammar.</td>
<td>Generally acceptable vocabulary, relates to topic. Few spelling or grammatical errors that do not affect meaning.</td>
<td>Skillful control of visual, verbal and written language and grammar. Sentence structure is strong and effective in communicating information.</td>
</tr>
<tr>
<td>Stylistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Visualizations, Verbal and/or Writing Skills</td>
<td></td>
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</table>
Endnotes


