



ROBERT H. SMITH  
SCHOOL OF  
BUSINESS

## BMGT 289 HOW DO INNOVATORS THINK? FALL 2014 – DRAFT - BSE

---

Instructor: Dr. Mark Wellman (mwellman@rhsmith.umd.edu); Office VMH 4552

### **Course Overview**

Innovation skills are increasingly being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, and collaboration is essential to prepare students for the future

Innovation is also essential to an organization's ability to compete in the global marketplace. The power of innovation to revolutionize industries and generate financial success is evident from business history: Apple iPod replaced the Sony Walkman, Starbucks's overtook traditional coffee shops, Skype utilized a strategy of free to edge out AT&T and British Telecom, eBay replaced classified ads and Southwest Airlines flew under the radar of traditional airlines such as United and American. In every case, the creative ideas of innovators produced sustainable competitive advantages over the dominant competitor.

This course addresses the challenges and opportunities of managing innovation by primarily focusing on three areas. First, understanding innovation: What is innovation? Why is innovation so critical to America's future? Second, managing innovation: How do companies create effective innovation strategies and find the right environments for pursuing them? Third, developing your creative potential and your ability to innovate: What are the skills of innovators? How can you increase the likelihood of seeing new opportunities, coming up with good ideas, and seeing them through to implementation?

### **Course Objectives**

Students will learn about theoretical conceptualizations of creativity and innovation as well as practical applications. The objectives for this course are:

- To give students a thorough knowledge of where innovation can be found within the organization, how to recognize it, and how it can be used for competitive advantage. In other words, what makes an organization creative and innovative?
- To provide students an understanding of how they, as future leaders of innovative organizations, can recognize and harness creativity. How do entrepreneurs and intrapreneurs in the most creative global organizations lead? What can these examples of creative organizations and leadership teach us?
- To examine the creative problem solving process and provide access to tools that students can use in their future careers for solving innovation dilemmas and challenges.
- To help nurture each student to design their own personal creativity plan for the business world and apply it to future organizations they will lead.

### **Overview of the Course Philosophy that underlies the approach to the course requirements**

The research indicates that faculty ratings (as a measure of teaching) and student learning (as assessed on objective tests) are completely uncorrelated. Teaching and learning are two separate activities. Teaching is what I do, learning is what you do. As a result, learning is your responsibility. Learning the material requires challenging yourself and engaging with the material.

My hope is that you will work to internalize the learning, ideas, and the feelings and beliefs about innovation and creativity. Moreover, it is your responsibility to decide what is important for you to learn and retain, and how best to do that. It is useful if you think about how this material applies to you in your future career.

My expectation is that you will be active and involved learners; my role is to facilitate your learning. Overall, each class session should be an interactive experience, and it is important that every student come to class having read the materials and being prepared to actively participate in whatever the day brings

As a general guideline, every one credit hour in which you enroll, you will spend approximately two to three hours outside of class studying. Therefore, as a three credit hour course the expectation is that you will spend 6-9 hours study time per week outside of class working on the personal creativity reflection, homework, course readings, watching video supplements, exam preparation, and preparing for class.

### **Professionalism Policy**

This is a business course and the highest professional standards are expected at all times. Please remember the following considerations to enhance the classroom experience:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect and it enhances learning by reducing avoidable distractions.
- Students minimize unscheduled personal breaks and plan to stay until the end of the class.
- Students are fully prepared for each event/class. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged.
- Attentiveness. The expectation is that you will pay attention and refrain from talking to others.
- You are expected to sit in an assigned area within the classroom and the expectation is that you will follow through without a reminder. The assigned areas start the third week of the semester. If you want to site up front, please email me your request.
- Electronic Devices (Cell phones, laptops, I-Pads, Kindles, and other electronic devices) are not needed for regular class activities. As a result, electronic devices will only be allowed when explicitly allowed by the professor. This course relies on the active engagement and contributions of all of the students. Numerous research studies have now shown that electronic devices do not improve classroom learning. Research is available at:
  - <http://www.biz.colostate.edu/mti/tips/pages/Students-Think-They-Can-Multitask---Here%27s-Proof-They-Can%27t.aspx>
  - <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
  - <http://files.eric.ed.gov/fulltext/EJ930740.pdf>

The failure to follow the above standards will result in a grade reduction!

### **Books/Course Materials**

1. *Steve Jobs* by Walter Isaacson
2. *The Start-Up of You* by Reid Hoffman and Ben Casnocha, 2012
3. *Creative Confidence* by Tom & David Kelly
4. *Necessity of Strangers* by Alan Gregerman: <http://umaryland.worldcat.org/oclc/849740975>
5. *Unrelenting innovation: How to create a culture for market dominance* by Gerard Tellis Link: <http://umaryland.worldcat.org/oclc/809365737> (chapter 1, 2, 3, & 8).

The books (1-4) will be provided at the start of the semester and you will need to return the books at the conclusion of the semester. Additional preparation material is at [bsescholars.weebly.com](http://bsescholars.weebly.com)

Payment for the course materials/assessments can be made at <http://stores.iliadassessment.com/umd/>

**Tentative Course Schedule/Description of Class Sessions**

| 9/8                  | <b>Introduction/Restoring the American Dream: How to Innovate</b>   |
|----------------------|---|
| Lecture Description  | <p>When information is widely available and free, and when basic education is available to billions of people worldwide, only one set of skills can ensure this generation's economic future - the capacity for innovation. Questions to be addressed include the following:</p> <ul style="list-style-type: none"> <li>• Why is innovation so critical to America’s future—and to the future of the planet?</li> <li>• What is innovation?</li> <li>• Can innovation skills be learned?</li> <li>• What the skills of innovators</li> <li>• How do we develop people to become innovators?</li> <li>• Why is innovation so critical to America’s future?</li> <li>• How is innovation relevant to your profession/academic major? (accounting, finance, mechanical engineering, etc).</li> </ul>   |
| Preparation Readings | <ul style="list-style-type: none"> <li>• A Primer on Innovation (Posted on ELMS)<br/>Innovate Better/The Future of Innovation: Can America Keep Pace? By Fareed Zakaria (Posted on ELMS)<br/><a href="http://content.time.com/time/nation/article/0,8599,2075226,00.html">http://content.time.com/time/nation/article/0,8599,2075226,00.html</a></li> <li>• Learning the Art of Critical Thinking, <i>Rotman Magazine</i>, 40-45. (Posted on ELMS). Link: <a href="http://www.criticalthinking.org/pages/becoming-a-critic-of-your-thinking/478">http://www.criticalthinking.org/pages/becoming-a-critic-of-your-thinking/478</a></li> <li>• Tens-Ten Lessons You Can Learn About Innovation by Studying Lady Gaga Link: <a href="http://roxxstudiodesign.com/the-tens-ten-lessons-you-can-learn-about-innovation-by-studying-lady-gaga/">http://roxxstudiodesign.com/the-tens-ten-lessons-you-can-learn-about-innovation-by-studying-lady-gaga/</a></li> </ul> |
| Preparation Links    | <ul style="list-style-type: none"> <li>• <a href="http://bsescholars.weebly.com/">http://bsescholars.weebly.com/</a></li> <li>• <a href="http://bsescholars.weebly.com/innovation.html">http://bsescholars.weebly.com/innovation.html</a></li> </ul>  |

| 9/15                | <b>Introduction to the PCR/Essential Insights From the "Masters of Innovation"</b>  |
|---------------------|---|
| Lecture Description | <p>A Google search on the word innovation will return more than forty thousand books. Clay Christensen, Vijay Govindarajan, W. Chan Kim, David Kelley and Renée Mauborgne are leading experts that provide key insights regarding innovation. These insights will provide you with a critical grounding in the field.</p> <p><b>Disruptive Innovation:</b> Clay Christensen is one of the top two business thinkers in the world. Christensen's book, <i>The Innovator's Dilemma</i>, illustrated how disruptive innovations drive industry transformation. Christensen's research demonstrated how growth-seeking incumbents must simultaneously maintain their core business, deflect disruptive attacks and seize disruptive opportunities.</p> <p><b>Blue Ocean Strategy:</b> The rapid pace of change and competition has led executives to ask if there is a common pattern behind how to break away from the competition and create new demand and strong profitable growth? And if so what is it?" Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant, written by W. Chan Kim and Renée Mauborgne address these questions with the blue ocean framework. Kim and Mauborgne argue that businesses should focus less on their competitors and more on alternatives; they also should focus less on their customers, and more on non-customers, or potential new customers.</p> <p><b>Reverse Innovation:</b> Reverse innovation represents one of the biggest opportunities for corporate growth in America over the next several decades, according to global business strategist Vijay Govindarajan. Reverse innovation refers to the process by which companies in emerging markets produce inexpensive goods and services to meet the needs of the poor and then repackage them as cost-effective innovations for Western buyers.</p> <p><b>Design Thinking:</b> Creativity experts David and Tom Kelley have defined the concept of design-thinking with their founding of IDEO and with their iconic innovations in product, company culture</p> |

|                      |  |
|----------------------|--|
|                      | and design education. Under the Kelley brothers' leadership, IDEO churned out several illustrious products of the digital generation — from the first mouse for Apple to the thumbs up/thumbs down Tivo button. Now they've published their design-thinking concepts into a compelling narrative, <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i> , to demonstrate that everyone is creative and identify the principles and strategies that will allow individuals to tap their creative potential.   |
| Preparation Readings | <ul style="list-style-type: none"> <li>• <i>How GE Is Disrupting Itself</i>, <i>Harvard Business Review</i> (Posted on ELMS)</li> <li>• <i>Creative Confidence</i> by Tom &amp; David Kelly - Chapter 1 &amp; 2</li> <li>• <i>Blue Ocean Strategy</i>, <i>Harvard Business Review</i> (Posted on ELMS)</li> </ul>  |
| Preparation Links    | <ul style="list-style-type: none"> <li>• Harvard FSS: The Opportunity &amp; Threat of Disruptive Technologies. Available from: Academic Search Premier, Ipswich (www.lib.umd.edu) (Posted on ELMS)</li> <li>• <a href="http://bsescholars.weebly.com/disruptive-innovation.html">http://bsescholars.weebly.com/disruptive-innovation.html</a></li> <li>• <a href="http://bsescholars.weebly.com/blue-ocean-strategy.html">http://bsescholars.weebly.com/blue-ocean-strategy.html</a></li> <li>• <a href="http://bsescholars.weebly.com/reverse-innovation.html">http://bsescholars.weebly.com/reverse-innovation.html</a></li> </ul> |

|                                       |   |
|---------------------------------------|---|
| <b>9/16 4-5:15PM<br/>OR 5:30-6:45</b> | <b>Cirque De Soleil – Guest Speaker</b>   |
| Special Session Description           | <p>The Cirque De Soleil case study will be used to show how this company with its unique hybrid of music, dance, and acrobatics has created a new category of live entertainment. In the process, it has been a marketing, management and financial commercial success. Despite a long-term decline in the circus industry, Cirque du Soleil significantly increased revenue over the last 10 years by reinventing the circus. Cirque was able to create new customer demand by challenging the conventional assumptions about how to compete in the global business environment. Cirque successfully innovated by shifting the buyer group from children (end-users of the traditional circus) to adults (purchasers of the traditional circus), drawing upon the distinctive strengths of other alternative industries, such as the theatre, Broadway shows and the opera, to offer a different type of entertainment to more mature and higher spending customers. Furthermore, Cirque is an excellent management example because it demonstrates the vital role of recruiting and retaining supremely talented specialists, encouraging creativity from a diverse band of employees, building a powerhouse global brand, and the importance of teamwork.</p> <p>This session will feature Franck Hanselman Company Manager (Amaluna) at Cirque du Soleil.</p> |
| Preparation Links                     | <ul style="list-style-type: none"> <li>• <a href="http://bsescholars.weebly.com/guy-laliberte.html">http://bsescholars.weebly.com/guy-laliberte.html</a></li> </ul>   |

|  |   |
|--|---|
| <b>9/18 6-10PM</b>   | <b>Cirque De Soleil Show Experience</b>   |
| Special Session Description<br>(Transportation is provided to the show). | <p>Well known for its bold, inspiring, daring and formidable acrobatic artisans, a Cirque du Soleil show is an audience experience unlike any other with stunning performances, incredible costumes, and enchanting music. From the time you enter the tent, you will be amazed by the exuberant spectacles from a highly innovative creative team and group of artists. Prepare for an evening of sheer entertainment that will leave you very impressed. Transportation will be provided.</p> <p>Cirque du Soleil's <i>Amaluna</i> is inspired by a fusion of Shakespeare's <i>The Tempest</i>, and Mozart's <i>The Magic Flute</i>. Cirque du Soleil's founder, Guy Laliberte was driven to create a show paying homage to the celebration of feminine power. Amaluna, the Greek mythological goddess of women, marriage and fertility was a central part of the inspiration revolving around humanity's universal desire for true love and harmony.</p> |

|                     |   |
|---------------------|---|
| <b>9/22</b>         | <b>Psychology of Innovation</b>   |
| Lecture Description | <p>A common misconception is that innovators are innately creative people. Specifically, many people think that innovators are born with intuitive skills and views of the world that differs from the rest of the population. This is simply not true. Innovators aren't born, they're made. Jeff Dyer, Hall Gregersen and Clayton Christensen undertook a six-year study to uncover the origins of creative—and often disruptive—innovators. In <i>The Innovator's DNA</i>, authors Dyer,</p> |

|                      |   |
|----------------------|---|
|                      | <p>Gregersen and Christensen highlight five key discovery skills. Questions to be addressed include the following:</p> <ul style="list-style-type: none"> <li>• Are innovators and entrepreneurs different from the rest of us?</li> <li>• Do innovators and entrepreneurs think and act in distinctive ways?</li> <li>• What contributes to an innovator entrepreneur’s ability to recognize an innovative new business idea and do innovative entrepreneurs differ from typical executives on any particular behavioral dimensions?</li> <li>• What do Elon Musk and Steve Jobs have in common?</li> <li>• How does one develop the multidimensional thinking demonstrated by Jobs and Musk?</li> </ul> |
| Preparation Readings | <ul style="list-style-type: none"> <li>• Innovator’s DNA: Mastering The Five Skills of Disruptive Innovators, Part One: Chapters 1-6. (Posted on ELMS)</li> <li>• Shared Genius of Elon Musk and Steve Jobs. (Posted on ELMS) See Link:</li> <li>• <a href="http://money.cnn.com/2013/11/21/leadership/steve-jobs-elon-musk.pr.fortune/index.html">http://money.cnn.com/2013/11/21/leadership/steve-jobs-elon-musk.pr.fortune/index.html</a></li> <li>• Steve Jobs by Isaacson, Chapters 1-6. 8 &amp; 10</li> </ul>   |
| Links                | <ul style="list-style-type: none"> <li>• <a href="http://bsescholars.weebly.com/innovators-dna.html">http://bsescholars.weebly.com/innovators-dna.html</a></li> </ul>   |

|                     |   |
|---------------------|---|
| <b>9/27</b>         | <b>What Makes Organizations Innovative?</b>   |
| Lecture Description | <p>What are the organizational conditions for successful innovation in a company? Organizations need to build the code for innovation right into the <i>people, processes, and guiding philosophies of the company.</i></p> <p>From their studies of innovative organizations, Dyer, Gregersen and Christensen developed the 3P framework of innovative organizations. People, processes and philosophies define innovative organizations. These three factors fit together in a “3P framework,” where each element supports and shapes the others. It is essential to read part two (DNA of Disruptive Innovation Organizations) of the Innovator’s DNA.</p> |
| Preparation Reading | <ul style="list-style-type: none"> <li>• Innovator’s DNA: Mastering The Five Skills of Disruptive Innovators, Part Two: Chapters 7-10 (Posted on ELMS)</li> </ul>   |
| Preparation Links   | <ul style="list-style-type: none"> <li>• <a href="http://bsescholars.weebly.com/the-3ps.html">http://bsescholars.weebly.com/the-3ps.html</a></li> </ul>   |

|                         |   |
|-------------------------|---|
| <b>9/24 6:30-9:30</b>   | <b>Challenge Course</b>   |
| Special Class - Session | <p>The Challenge course provides an experiential program intended to increase your creative confidence by focusing on exercises that address risk taking, problem solving, team dynamics, collaboration, trust and communication. The learning outcomes are to understand the components of effective teams, explore effective communication skills in a team environment; enhance decision making and problem solving skills, and develop a stronger self-awareness. The challenges allow participants to expand their comfort zones and recognize fears that may block personal achievement.</p> <p>Most of the participants enjoy the experiential learning experience and the atmosphere of taking risks within a safe environment. You make the decision about what exercise you will participate in during the challenge course experience. The Challenge course will take place at the University Outdoor Recreation Center (ORC), by the NW corner of the Campus Recreation Center (CRC).</p> |

|                     |   |
|---------------------|---|
| <b>10/6</b>         | <b>Demystifying Innovation: The Pre-Eminence of Internal Firm Culture</b>   |
| Lecture Description | <p>“Innovate or die” has become the mantra for many companies. But how, exactly, should organizations innovate? To be sure, much has been written on the subject, yet many managers are still uncertain regarding what are the key drivers of radical innovation. Key questions this session will address include:</p> <ul style="list-style-type: none"> <li>• What causes or hinders innovation?</li> <li>• Why do incumbent firms, especially market leaders, fail to innovate unrelentingly?</li> </ul> |

|                      |  |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>• Why do some incumbents maintain their dominance while others fail?</li> <li>• How can a firm overcome the incumbent’s curse?</li> <li>• What does culture mean?</li> <li>• How does culture relate to innovation?</li> </ul>  |
| Preparation Readings | <ul style="list-style-type: none"> <li>• Creative Destruction Whips through Corporate America: To survive and thrive business leaders must “create, operate, and trade” without losing control. (Posted on ELMS) Link:</li> <li>• <a href="http://www.innosight.com/innovation-resources/strategy-innovation/upload/creative-destruction-whips-through-corporate-america_final2012.pdf">http://www.innosight.com/innovation-resources/strategy-innovation/upload/creative-destruction-whips-through-corporate-america_final2012.pdf</a></li> <li>• Nike: Culture of True Believers, Fast Company. (Posted on ELMS).</li> <li>• Unrelenting innovation: How to create a culture for market dominance. San Francisco: Jossey-Bass. Link:</li> <li>• <a href="http://umaryland.worldcat.org/oclc/809365737">http://umaryland.worldcat.org/oclc/809365737</a> (chapter 1, 2, 3, &amp; 8).</li> </ul> |
| Preparation Links    | <ul style="list-style-type: none"> <li>• <a href="http://bsescholars.weebly.com/culture.html">http://bsescholars.weebly.com/culture.html</a></li> <li>• <a href="http://www.youtube.com/watch?v=mnUEDA6drB8">http://www.youtube.com/watch?v=mnUEDA6drB8</a> (NASA Barriers to Innovation and Inclusion)</li> </ul>   |

|                     |  |
|---------------------|--|
| <b>Week 6 10/13</b> | <b>Midterm Exam – Regular Class Time</b>   |
|                     | The midterm is challenging. The midterm covers the assigned readings, lectures, class discussions, exercises, assigned video segment, and any additional handouts. The exam will test your knowledge of theories and concepts as well as your understanding of how these theories and concepts apply to organizational situations. The exams primarily consist of essay questions, fill in the blank questions and possibly multiple choice questions. |

|                               |   |
|-------------------------------|---|
| <b>10/15</b>                  | <b>Special U Assessment (Tentative: 5-7:30 OR7:15-9:45PM)</b>   |
| Special Session - Description | <p>Many business schools are recognizing the critical importance of developing students’ in innovation and entrepreneurial skills. Yet, it is not enough to attempt to teach the skills. There must also be efforts to measure skill development.</p> <p>The Special U Assessment is designed to evaluate a series of skills which play important roles in creativity, innovation and entrepreneurial success. The skills assessed include leadership, selling, networking, vision, and teamwork. The assessment use group and individual activities which allow participants to demonstrate current skills. All activities are recorded and evaluated by expert raters who provide feedback which is useful for future skill development. Assessment centers have become one of the most creditable methods for truly evaluating a students skills and abilities Assessment centers have been used in business and educational setting to provide critical feedback regarding.</p> <p>You will receive objective and behavioral feedback about your innovation and entrepreneurial, which serves as a starting point for your development in college and beyond. Recent research has shown that students who perform well in collegiate assessment centers are offered higher starting salaries than those performing poorly. In addition, research shows students who demonstrate high skills in an assessment center receive promotions more quickly over a five-year post graduation period. Thus, assessment center exercises can be a powerful tool to help students identify their strengths and weaknesses early in their career.</p> <p>The failure to participate in the Special U Assessment will result in a 20-25 point reduction on the PCR.</p> <p>The assessment consists of a comprehensive in-basket exercise, selection meeting, brainstorming session, business briefing presentation, and a persuasive presentation.</p> <p>The assessment center is designed to provide objective feedback on your personal strengths and weaknesses. Assessment center scores are assigned by trained assessors (typically industrial organizational psychologists) who have the ability to compare your performance with similar students</p> |

|  |  |
|--|--|
|  | <p>across the nation. Sometimes it is truly difficult to recognize personal shortcomings and this assessment center is incorporated in the course to help provide you with an unbiased view.</p> <p>Below are some common questions with responses.</p> <p>What do I need to bring? The preparation document, you need a watch or any timer (cell phone if you can set time) in order to keep track of time. Along with a timer, bring along the background file (attached is the document or printed copies are available outside of door XXX in Van Munching Hall. <b>READ THE BACKGROUND FILE IN ADVANCE</b> of the session.</p> <p>What is the objective/purpose of the assessment? One of the objectives is to provide you with quantifiable data (test scores) from a third party that evaluates your skills in areas that are highly valued by employers. After going through the assessment, you will have results that will allow you to identify your strengths and areas for improvement. The results are relevant to you since you are starting your career.</p> |
|--|--|

|                               |   |
|-------------------------------|---|
| <b>10/17</b>                  | <b>Marc Greenberg – Vice President of Finance &amp; Strategy – Pixar</b>  |
| Special Session - Description | <p>Pixar Animation Studios is an Academy Award winning computer animation studio with the technical, creative and production capabilities to create a new generation of animated feature films, merchandise and other related products. Pixar's objective is to combine proprietary technology and world-class creative talent to develop computer-animated feature films with memorable characters and heartwarming stories that appeal to audiences of all ages.</p> <p>Marc is the Vice president of finance and strategy for Pixar Animation Studios. Marc is responsible for accounting functions; financial scheduling and resource planning for the films; oversight of Renderman, Pixar's software subsidiary; and finance and operations for an ancillary studio in Vancouver that produces short films. Provides guidance on long-term strategy, such as where to make technology investments, how many projects to have in development and how projects are staffed. Marc is a UMD Smith School graduate (accounting).</p> |

|                     |  |
|---------------------|--|
| <b>10/20</b>        | <b>Design Thinking: Launch Design Challenge &amp; Introduce Empathy (Part 1)</b>   |
| Lecture Description | <p>The word “design” has traditionally been used to describe the visual aesthetics of objects, including books, websites, products, interiors, architecture, and fashion. But increasingly, the definition of design has broadened to include not just outcomes but a process as well.</p> <p>Design Thinking is an iterative approach that begins with a well-defined problem and employs a variety of design-based methodologies and tools to address virtually any type of organizational or business challenge—including those within public service.</p> <p>Design thinking is a creative approach to problem solving and creating impact. Design Thinker is an energizing workshop that challenges teams to flex their creativity to solve a realistic and complex design challenge. In so doing, they engage with the terms, techniques, and thought patterns of successful innovators. We will examine each step of the design process and the methods and tools that make up a designer's toolkit. We will learn how to apply this approach to organizational challenges and find innovative ways to create impact.</p> |
| Preparation Reading | <i>Creative Confidence</i> Chapters 3 & 4  |
| Preparation Link    | <a href="http://on.ted.com/Kelley">http://on.ted.com/Kelley</a>  |

|                               |  |
|-------------------------------|--|
| <b>10/20</b>                  | <b>BJ Levin – Executive Producer At VICE Media</b>   |
| Special Session - Description | <p>Mr. Levin is an Executive Producer of VICE. VICE is an HBO program produced by Vice Media. VICE is a leading global youth media company with bureaus in over 30 countries. VICE operates the world's premier original online video destination, VICE.COM, an international network of digital</p> |

|  |   |
|--|---|
|  | BJ is a UMD graduate. His full profile is a <a href="http://www.linkedin.com/pub/bj-levin/4/110/973/">twww.linkedin.com/pub/bj-levin/4/110/973/</a> . More details regarding his show are at: <a href="http://www.youtube.com/watch?v=5jhYMIfuVNI">http://www.youtube.com/watch?v=5jhYMIfuVNI</a> |
|--|---|

|                     |   |
|---------------------|---|
| <b>10/27</b>        | <b>Design Thinking (continued) Define &amp; Brainstorm (Part 2)</b> |
| Preparation Reading | <i>Creative Confidence</i> - Chapters 5 & 6                         |

|                               |  |
|-------------------------------|--|
| <b>10/29</b>                  | <b>Brad Margolis, Ph.D. - Leadership Development, Organization Effectiveness, and Change – EA</b>  |
| Special Session - Description | <p>Electronic Arts’ rich history in pioneering the gaming industry is entering a new phase as EA is aggressively transitioning from a history of “packaged goods” and selling through traditional retailers to a future of “digital” products and “direct to consumer” channels. EA is building a world-class digital platform team to make this vision a reality. The digital platform team is forging a unique culture which combines the scale and resources of a large company, with the pace, drive, and entrepreneurial spirit of a fast-moving start-up.</p> <p>Dr. Margolis will serve as the guest speaker.</p> |

|   |  |
|---|--|
| <b>10/29 - 4PM</b>  | <b>Christopher Bonanos Author of <i>Instant</i> (First Year Book)</b>  |
| Special Session - Description (Grand Ballroom in Stamp Student Union) | <p>"Instant photography at the push of a button!" During the 1960s and '70s, Polaroid was the coolest technology company on earth. Like Apple, it was an innovation machine that cranked out one must-have product after another. Led by its own visionary genius founder, Edwin Land, Polaroid grew from a 1937 garage start-up into a billion-dollar pop-culture phenomenon.</p> <p><i>Instant</i> tells the remarkable tale of Land's one-of-a-kind invention-from Polaroid's first instant camera to hit the market in 1948, to its meteoric rise in popularity and adoption by artists such as Ansel Adams, Andy Warhol, and Chuck Close, to the company's dramatic decline into bankruptcy in the late '90s and its unlikely resurrection in the digital age. <i>Instant</i> is both an inspiring tale of American ingenuity and a cautionary business tale about the perils of companies that lose their creative edge</p> <p>All first year students of the University of Maryland are welcome to pick up a free copy of the <i>Signal and the Noise</i> by visiting room 2110 of Marie Mount Hall during normal business hours. The books are available for pick-up during regular office hours, from 9-5, Monday-Friday.</p> |

|                     |  |
|---------------------|--|
| <b>11/6</b>         | <b>Design Thinking (continued) Prototype &amp; Demo (Part 3)</b> |
| Preparation Reading | <i>Creative Confidence</i> - Chapters 7 & 8                      |

|                     |   |
|---------------------|---|
| <b>11/3</b>         | <b>Necessity of Strangers - Alan Gregerman</b>  |
| Lecture Description | <p>Author Alan Gregerman will present a counterintuitive approach to fostering greater innovation, collaboration, and engagement. Most people assume success relies on a network of friends and close contacts. But innovative thinking requires a steady stream of fresh ideas and new possibilities, which strangers are more likely to introduce. The Necessity of Strangers, offers the provocative idea that engaging with strangers is an opportunity, not a threat, and that engaging with the right strangers is essential to unlocking our real potential. The Necessity of Strangers reveals how strangers challenge us to think differently about ourselves and the problems we face.</p> <ul style="list-style-type: none"> <li>• Shows how strangers can help us innovate better, get the most out of each other, and achieve genuine collaboration</li> <li>• Presents principles for developing a "stranger-centric" mindset to develop new markets and stronger customer relationships, leverage the full potential of partnerships, and become more effective leaders</li> <li>• Includes practical guidance and a toolkit for being more open, creating new ideas that matter,</li> </ul> |



|  |   |
|--|---|
|  | <p>finding the right strangers in all walks of life, and tapping the real brilliance in yourself</p> <p><i>The Necessity of Strangers</i> offers an essential guide to discovering the most exciting opportunities you haven't met yet. Source: <a href="http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118461304.html">http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118461304.html</a></p> |
|--|---|

|                      |   |
|----------------------|---|
| <b>11/10</b>         | <b>The Start-Up of You: A Blueprint for Success in the Knowledge Economy</b>  |
| Lecture Description  | <p>LinkedIn cofounder Reid Hoffman and Ben Casnocha explain in the “Start-Up Of You,” how the best practices of the most innovative entrepreneurs can be applied to your networking strategies and career development. With considerable uncertainty about what career opportunities will emerge given the rate of change, it is essential that you develop your competitive advantage in the market by combining your assets, your aspirations and the market realities. Drawing on the best of Silicon Valley, <i>The Start-Up of You</i> helps you accelerate your career and take control of your future—regardless of your profession.</p> |
| Preparation Readings | <ul style="list-style-type: none"> <li>• <i>The Start-Up of You</i> by Reid Hoffman and Ben Casnocha</li> </ul>   |
| Preparation Links    | <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=e2X54ALRkZg">https://www.youtube.com/watch?v=e2X54ALRkZg</a></li> </ul>   |

|                             |   |
|-----------------------------|---|
| <b>11/17</b>                | <b>World’s Most Innovative Organizations</b>  |
| Lecture Session Description | <p>Innovation has many dimensions, from incremental changes in existing products to entirely new product offerings for customers. Whatever form innovation takes, its objective is to create value from ideas, whether those ideas are new to the world or new to a particular organization. In a changing global business environment, innovation is an important driver of the organic growth necessary to generate sustained, above-average returns. To explore the state of innovation, the session will focus on examining innovation through the lens of what gives successful organizations their edge.</p> <p>A particular focus will be the global automobile industry that is entering a new era of innovation and advancement, and the ability to innovate in power train, lightweight materials, connectivity, safety and assisted driving.</p> |
| Preparation Readings        | <ul style="list-style-type: none"> <li>• Nike: Culture of True Believers, Fast Company. (Posted on ELMS).</li> <li>• Why Tesla is Betting on the Model S/Risk of Betting on a New Machine (Posted on ELMS) Link: <a href="http://www.fastcompany.com/1822809/why-tesla-motors-betting-model-s">http://www.fastcompany.com/1822809/why-tesla-motors-betting-model-s</a></li> <li>• Secrets of Bezos: How Amazon Became the Everything Store, Business Week, Link: <a href="http://www.businessweek.com/articles/2013-10-10/jeff-bezos-and-the-age-of-amazon-excerpt-from-the-everything-store-by-brad-stone">http://www.businessweek.com/articles/2013-10-10/jeff-bezos-and-the-age-of-amazon-excerpt-from-the-everything-store-by-brad-stone</a></li> </ul>   |

|                         |   |
|-------------------------|---|
| <b>11/24 &amp; 12/1</b> | <b>Top Lessons that Steve Jobs Taught Us</b>  |
| Lecture Description     | <p>Steve Jobs was an innovator who wanted to unify the world through technology. For him, the point was to set people free with tools to explore their own unique creativity. Jobs astounded the world with his creative vision. Best-selling biographer and media insider Walter Isaacson synthesizes thoroughly dissects the Apple founder’s life through extensive interviews and research. We can’t transform ourselves into Mr. Jobs, his life is full ground-breaking lessons and advice we can learn from. His whole existence is an example of determination, willpower, and the desire to destroy impeding barriers to become all that one can become.</p> |
| Preparation Readings    | <ul style="list-style-type: none"> <li>• Steve Jobs by Isaacson - Chapters 11-16, 19, 22-31, 33-34; 36, 38, 42</li> </ul>   |
| Preparation Links       | <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=i67coca60gk">https://www.youtube.com/watch?v=i67coca60gk</a></li> <li>• Steve Jobs Stanford Commencement Speech 2005 <a href="http://www.youtube.com/watch?v=D1R-jKKp3NA">www.youtube.com/watch?v=D1R-jKKp3NA</a></li> </ul>  |

|             |  |
|-------------|--|
| <b>12/8</b> | <b>Top Lessons that Steve Jobs Taught Us/Course Summary</b>                            |
| Readings    | <ul style="list-style-type: none"> <li>• Steve Jobs by Isaacson, Chapter 42</li> </ul> |

|  |   |
|--|---|
|  | <b>Comprehensive Final Exam (Location to be Announced Later)</b>  |
|  | The final is challenging. The format for the final is similar to the midterm.<br>289B 0101TH 12/18 8-10am; 289B, 0201, Wed. 12/17 1:30-3:30pm |

Note: BMGT 289B will meet every Monday 9-10:50AM. Meeting once a week for 110 minutes is not adequate for the required number of classroom contact hours for a three credit hour class. As a result, we have some special class sessions that include the following:

- 1) Cirque Du Soleil Guest Speaker: 9/16 4-5:15 OR 5:30-6:45
- 2) Cirque Du Soleil Show Experience: 9/18: 6-10PM (If need 9-17 is the alternative date if needed). Transportation will be provided.
- 3) Challenge Course 9/24 6:30-9:30PM.
- 4) Special U Assessment 10/15 5-7:30 OR 7:15-9:45
- 5) Attendance at two of the following: a) 10/20 BJ Levin – Vice Media; b) 10/7 Marc Greenberg – Pixar; c) 10/29 Brad Margolis – EA; d) 10/29 Christopher Bonanos - Author of Instant.

The special class sessions are part of the classroom contact hours and are required.

### **Grading**

Grading performance constitutes a complex and difficult process. Grades reflect both effort and achievement, not effort alone. The descriptions below attempt to explain why different students obtain different results.

- A+/A 4.0 Outstanding achievement. Student performance demonstrates remarkable command of the course materials and shows an extremely high level of originality that far surpasses course expectations.
- A- 3.7 Excellent achievement. Student performance demonstrates full command of the course materials and shows originality that surpasses course expectations.
- B+ 3.3 Strong achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a strong manner.
- B 3.0 Very good work. Student performance demonstrates above-average comprehension of the course materials.
- B- 2.7 Student works that demonstrates an adequate understanding of the course materials.
- C+ 2.3 Student performance demonstrates a general understanding of the course materials.
- C 2.0 Satisfactory work. Demonstrates a general understanding of the course material.
- C- 1.7 Understanding of the course materials is generally satisfactory but inconsistent.
- D 1.0 Below average and work completed was below expectations.
- F 0.0 Failing

More specifically, for students that completed this course previously the following was demonstrated by students in the “A” range:

Attendance: “A” students have virtually perfect attendance. Their commitment to the class is remarkable.

Preparation: “A” students are prepared for class. They always read the assignment in advance as required including the video segments. Actively volunteers to answer questions.

Curiosity: “A” student’s show interest in the class and in the subject. They look up or dig out what they don’t understand. They often ask interesting questions or make thoughtful comments.

Retention: “A” students have retentive minds. They are able to connect past learning with the present. They bring a background with them to class.

Attitude: “A” students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent: “A” students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment—or a combination thereof.

Results: “A” students make high grades on tests—usually the highest in the class.

| Assignments          | Tentative Points |
|----------------------|------------------|
| In-Class Assignments | 100-170          |
| PCR                  | 100              |
| Mid-term exam        | 100              |
| Final exam           | 100              |
| OCB/Participation    | 25               |
| Points               | 525-595          |

### **Assignment Descriptions**

#### **Personal Creativity Reflection (PCR)**

A major class assignment involves producing a personal creativity reflection. The focus of the PCR is on improving your creative potential. Major components of the PCR include:

1. Table of Contents
2. Introduction (Background Information about you and describe how you designed your PCR, any special features, and the structure if that is not obvious)
3. Archive your course activities, including at least the following:
  - a. Class sessions: very briefly outline what we did with a focus on your take-home message(s), and applications. Include special class events (Cirque Du Soleil, guest speakers, etc.).
  - b. Assignments, including group work and small assignments: what you did, what you learned
4. Discuss in detail specific actions taken to improve your creative confidence (*Creative Confidence* by Tom & David Kelly).
5. Discuss in detail specific actions taken to explore, connect, innovate and grow and to have a more open mindset in regards to humility, curiosity, respect and purpose (*Necessity of Strangers*).
6. Discuss in detail specific actions taken to improve your creative confidence and your discovery skills (association, questioning, observing, experimenting) (*Innovator’s DNA*).
7. Discuss in detail specific actions taken to improve your networking (*Start Up Of You*).
8. Address how the book, *Start Up Of You*, has impacted and shaped your thoughts regarding career planning. Apply the APZ planning framework to formulate a Plan A based on your competitive advantage. Also, develop
9. Discuss your assessment center results and actions completed over the semester to improve your skills.
10. Discuss outside class events attended that covered creativity, innovation and entrepreneurship topics.
11. Watch segments of videos covering creativity and innovation (Bloomberg Game Changers, Bloomberg Risk Takers, <http://hbr.org/video/etc>). Very briefly summarize with a major focus on what you learned. <http://bsescholars.weebly.com/game-changers-innovators-that-changed->

business.html

12. How you have changed – what you have learned – as a result of this course experience.
13. Project how you might apply what you have learned.
14. Create a synthesis of your semester in this course (It is especially important for you to synthesize your learned and combine what you have learned about creativity, innovation and entrepreneurship. Make this synthesis for your personal benefit and future use, including key lessons and takeaways).

This assignment is the part of this course that I believe many of you will use the most in the future. Your PCR should be comprehensive, thoughtful (separate summaries of key takeaways), and appealing. It is essential that you build your PCR as you go along and you are encouraged to come see me for feedback. Multiple formats are acceptable and creativity is encouraged. Developing a comprehensive PCR is not an easy task as it will require significant time and effort.

**The due date for the PCR is November 17<sup>th</sup>.**

### **Preparation/ In-Class Assignments**

The assignments typically involve 1) addressing questions in advance of the session; 2) completing a quiz at the start or end of covering the assigned material; 3) course assessment (What went well in today's class?; what part was particularly stimulating?; What didn't work as well?; what part was confusing or too peripheral?). In order to earn credit for the assignment you need to be present and leaving the class after completing the assignment will result in a zero. Assisting another student with an in-class assignment is a violation of the Code of Academic Integrity. The assignments apply to the evening class sessions as well.

You are allowed to miss 2 classes with no impact on your one-minute assignment grade provided you complete make up assignments. The 2 absences are to be used for University excused cases such as illness, religious observance, participation in required university activities, or family or personal emergency. The policy is not 2 classes plus all University excused cases. The make up assignments will be outlined later.

### **Exams**

The midterm and comprehensive final exam are challenging. A common mistake made in exam preparation is over emphasizing the power point slides. The slides are a starting point for preparation. The faculty member is not limited to exam questions that only cover slide content. Given the fact the supplemental videos are included on the exams it is vital that to stay engaged, and take notes on the videos.

Make-up exams will only be given with an official University excused absence, and when the student informs the faculty in advance of missing the exam. An official excused absence must include appropriate documentation (death notice, note from doctor indicating more than simply an appointment). Do not ask for a make-up exam without appropriate documentation. Students requiring accommodation for exams must present their SSD accommodation letter to the instructor as soon as possible before an exam.

### **Participation/Organizational Citizenship Behavior (OCB)**

Organizational citizenship behavior describes the myriad ways that members of an organization contribute to its healthy functioning. This portion of your grade rewards students who positively contribute to the functioning of the class. Examples of positive OCB include: 1) - Coming to class prepared to discuss the reading and video supplements; 2) Asking specific, relevant, and thought-provoking questions regarding class content; 3) Handing in assignments and materials when required; 4) Citing personal experiences in class discussions that pertain to the current issues.

Preparation and participation are two keys to success in this class. In class, we will engage in a number of such learning activities throughout the semester, requiring your full involvement. The course encourages students to bring their own interests, knowledge, and real-life experiences to the classroom and to see themselves as active agents of their own education.

### Meeting Your Grade Goals

There are opportunities provided to help you succeed in this course. However, you must take these assignments seriously throughout the semester as they are challenging. The exams are particularly challenging.

It is always disappointing to hear from students at the end of the semester who did not take full advantage of the in-class assignments and the PCA as they are the best way to increase your grade. Do not be one of them! All choices have consequences – even ‘right’ ones – so skipping class/studying less to meet other legitimate life needs does not excuse you from getting the grade you earn in this class.

The instructor will not discuss or consider any grade changes at the end of the semester (regardless of special circumstances, catastrophes, improvement, good intentions, needs, desires, etc.), so please put your effort into this class throughout the semester and/or accept the consequences of your choices.

### Core Classroom Values

The core values include excellence, leadership, teamwork, integrity, and community. The core values provide a guiding framework for the norms and standards we uphold. Below is the application of these values to conduct in this course.

| <b>Core Values</b> | <b>My responsibility</b>   | <b>Your responsibility</b>   |
|--------------------|--|--|
| Excellence         | <ul style="list-style-type: none"> <li>To provide rigorous, meaningful, and relevant course content and deliverables. (Details on course content and deliverables are provided).</li> <li>To prepare for each class session</li> <li>To provide detailed information regarding course requirements and expectations</li> </ul>   | <ul style="list-style-type: none"> <li>To participate actively and constructively in class sessions</li> <li>Follow the classroom policies</li> <li>Review the detailed information provided and follow directions</li> <li>Ask questions when clarification is needed</li> </ul>  |
| Leadership         | <ul style="list-style-type: none"> <li>To help you achieve effective mastery effectively in a position of responsibility.</li> <li>To communicate the goals of the course and the relevance of these goals to your business education.</li> <li>To call on students other than just volunteers to contribute to class discussions.</li> <li>To challenge students to push themselves by thinking critically about the course content.</li> </ul> | <ul style="list-style-type: none"> <li>To challenge your peers during class discussions and study team meetings to think critically, question assumptions, and develop analytical thinking skills.</li> <li>To assume accountability when given assignments and roles in class assignments</li> <li>Treat each class session and activity as a key work meeting. If your excuse wouldn't be legitimate for missing work, it's not legitimate for missing class.</li> </ul> |
| Teamwork           | <ul style="list-style-type: none"> <li>To set explicit standards for class attendance and consequences for absences.</li> <li>To provide opportunities for team assignments, where appropriate.</li> <li>To make myself available for questions or discussions outside of class time</li> </ul>  | <ul style="list-style-type: none"> <li>To attend each class session – if you're absent, you can neither teach, nor learn.</li> <li>To self-police, rather than rely on faculty-policing, of attendance</li> <li>To contribute constructively to all group assignments.</li> </ul>  |

|           |   |   |
|-----------|---|---|
| Integrity | <ul style="list-style-type: none"> <li>• To set clear expectations for you regarding what is and is not a violation of the Honor Code in this class. (Details on the honor code as it pertains to this course are provided).</li> <li>• To set clear expectations for you regarding acceptable classroom and activity behavior</li> </ul> | <ul style="list-style-type: none"> <li>• To understand and uphold the behaviors mandated by the University Honor Code in this class.</li> <li>• To report any suspected violations of the Honor Code by peers</li> <li>• To understand and uphold the behavioral standards for classroom and activity conduct.</li> </ul> |
| Community | <ul style="list-style-type: none"> <li>• To develop, communicate, and enforce a policy regarding appropriate (and inappropriate) use of technology in the classroom.</li> <li>• To use a variety of pedagogical approaches to engage and involve you in the learning process.</li> </ul>  | <ul style="list-style-type: none"> <li>• To understand and adhere to the policy regarding technology use in the classroom.</li> <li>• To be on time for each class and activity. Once there, do not leave until the end of the session.</li> </ul>  |

### **Academic Integrity**

The University's *Code of Academic Integrity* is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. The Smith School does not tolerate academic dishonesty. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. Please visit the following website for more information on the University's Code of Academic Integrity: <http://www.studenthonorcouncil.umd.edu/code.html>. On each assignment and exam you will be asked to sign the following pledge. "*I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment.*"

### **Office Hours**

You can make an appointment to meet with me individually or as a group by contacting me via email. In addition, if you see my door open, feel free to call in to discuss any aspect of the course or to simply chat. I am frequently available except Monday as this is the day when I teach most of my courses starting in the morning and continuing until Monday evening.

### **ELMS**

Course documents, grade posting and general announcements concerning the course will be posted on the ELMS course web page. Students should update their email address via Testudo and clear any account errors. Failure to update and maintain your email address now may result in missing important information.

If you see an error in the grading you have one 10 days from the posting of the grade to contact the TA at [mschick1@terpmail.umd.edu](mailto:mschick1@terpmail.umd.edu).

NOTE: The information contained in this class syllabus is subject to change. Students are expected to be aware of any additional course policies presented by the instructor during the course.