

Standard Course Outline

Title: The Innovative Organization

I. General Information

Course Number	GBA 642
Title	<u>The Innovative Organization</u> ¹
Units	4.0 credits
Prerequisites	MBA Core courses
Course Coordinator	Professors Annette Lohman and Sam Min
SCO Prepared by	Professors Annette Lohman and Sam Min
Date prepared	June/July 2010

II. Catalog Description

Overview of innovation journey, innovation strategies and processes, models and methods for innovation and change, implementation of innovation, new business model creation, business model innovation, new product and new service development, marketing research tools for a new product and services, financial analysis of innovation, creating and managing brand identity for a new product, strategic issues of innovation, critical analysis of an innovation of a real business, and development of an innovation plan for the business. Letter grade only (A-F).

III. Curriculum Justifications

The curriculum is intended to give graduate students opportunities to learn product and business innovation processes and strategies. Students will learn:

- (1) Overall process of innovation journey
- (2) Organizational issues in innovation

¹ Alternative Name Suggestions: Managing Innovation, and Innovation.

- (3) Innovation strategies for start-up and established firms
- (4) Practical ways of innovating businesses and products & services

This course will provide students opportunity to critically assess innovation of existing business and to propose a way of innovating the business by business model innovation and/or new product & new service introduction.

IV. Curriculum and Course Goals and Objectives

The MBA curriculum is designed to provide students with the opportunity to develop knowledge and skills in local and global business practices. The program of study is intended to engage learners in integrative learning experiences across professional personal, content, and skill areas. Courses within the MBA curriculum should include at least one and up to two of the following:

- **Critical Thinking Skills**- students will be able to demonstrate conceptual learning, critical thinking, and problem solving skills.
- **Interpersonal, Leadership, and Team Skills** - students will be able to demonstrate interpersonal communication and leadership skills to work in a dynamic and diverse world, both independently and in a team environment.
- **Social Responsibility Skills** - students will be able to demonstrate awareness and knowledge of social responsibility, ethical leadership, and corporate citizenship in the domestic and global environment.
- **Business functions Skills** - students will be able to demonstrate knowledge of today's dynamic business environment through an understanding of all business functions, practices, and related theories and be able to integrate this functional knowledge in order to address business problems.
- **Quantitative & Technical Skills** - students will possess quantitative and technical skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
- **Knowledge of the Domestic & Global Environment** – students will be able to demonstrate knowledge of today's dynamic business environment (e.g. legal, regulatory, political, cultural, and economic) especially the links between our region and the global business world.

Course Goal

The goal of this course is to develop integrative knowledge and skills in addressing the complexity of decision making for an organization to innovate its business models and products and services.

Course Learning Outcomes

Upon completion of this course students are expected to be able to:

- explain overview of innovation journey,
- assess the problems for a business to innovate,

- identify opportunities for a business to innovate, and
- provide practical ways of innovating businesses, products and services.

Curriculum Learning Outcomes

Upon completion of this course students are expected to be able to demonstrate:

1. Critical Thinking Skills:

As evidenced by:

- Demonstrating understanding of the innovation process, business models, technological innovations, new product development process, and innovation strategies
- Analyzing an innovation of a real business
- Identifying problems from HBR cases on innovation and recommending for the solutions for the problems

2. Quantitative and Technical Skills:

As evidenced by:

- Demonstrating understanding of marketing research methods for a new product
- Analyzing profit models of a new business and new product
- Analyzing financial implication of innovation

3. Interpersonal, Leadership and Team Skills:

As evidenced by:

- Demonstrating leadership in two group projects
- Participating in group dynamics in two group projects

V. Preparation for Course

To be well prepared for the course, students should review the following course material and Toolboxes:

- Financial accounting of Toolboxes and Acct 615
- MGT/HRM 615
- MKTG 615
- Finance section of Toolboxes and FIN 615

VI. Outline of Subject Matter

This is a listing of the subject matter that must be covered in this course. It does not preclude other topics that are related to innovation management or the depth of some topics.

Week	Active teaching hours per faculty	Topic (suggested ordering of topics):	Possible active learning tools
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1	Management 4	Course introduction Innovation & change Introducing the group projects	Book chapters (e.g. Innovation Journey)
2	Management 4	Mapping the innovation journey models and methods for innovation and change	Book chapters
3	Management 4	Innovation strategies	HBR Article
4	Management 4	Innovation in a start-up company	HBR Case or other advanced level cases
5	Management 4	Innovation in an established company	HBR Case or other advanced level cases HBR Article
6	Management 4	Innovation implementation: Building an infrastructure for the innovation journey	Book chapters
7	Management 4	Innovation implementation: Leading the innovation journey	Book chapters HBR Article
8	Management 4 Marketing 2	Group presentation Introduction of project	
9	Marketing 4	Business model creation and innovation	HBR Case HBR Article
10	Marketing 4	Financial aspect of innovation - Profit models - Customer life time value	HBR Case Lecture note on financial aspect of innovation
11	Marketing 4	New product & new service process Financial aspect of new product	HBR Case Lecture note on financial aspect of new product
12	Marketing 4	Marketing research for new products and new services	HBR Case Lecture note on marketing research for a new product
13	Marketing 4	Creating and managing brand identity for a new product	Guest speaker Lecture note on brand identity
14	Marketing 4	Protecting Innovation	Guest speaker HBR Case Lecture note on protecting innovation
15	Marketing 4	Group presentation	

VI. Outside Learning Activities

Learning takes place in and outside of the classroom. For the MBA student to truly learn all the concepts, principles, and integrative knowledge that is required to solve business problems based in sustainability, this includes the following active learning efforts outside of the time spent in the class each Saturday.

- Readings provided by faculty as well as other students, guests speakers, etc.
- Continuous reading of current events, etc. related to topics of sustainability business practices.
- Listening to podcasts on iTunes U and blogs, etc. which encourage the student to think about sustainability issues that affect all stakeholders.

VII. Methods of Instruction

When reading the book in preparation for class it is essential that the students take an *active* approach including lecture, case analyses, simulations, and other types of experiential exercises and games. *The best-prepared student is often the one who comes to class with questions about how the concepts and methods can be applied.* Finally, the students should expect to return to the book after class or while reviewing, in order to refine and consolidate their knowledge.

A recommendation for a pedagogical tool to apply the concepts that have been taught in GBA 642 could be a integrative HBS (or similar types) cases. This type of learning tool provides the student with opportunities to apply and practice the skills and concepts that they have learned in the first part of the course. **At this level of instruction, MBA students must have some type of pedagogical tools for active learning that are beyond the undergraduate level of lecture and multiple choice examinations.**

Instructors in planning the exams, and other grading procedures, should adhere to the relevant [University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.”](#)

The textbooks for this course should be chosen in accordance with the [University Policy on textbooks](#). There are many appropriate textbooks for this course; it is generally agreed that none of them is perfect. The following suggestion is based on the special nature of this core MBA course:

- Students will arrive at this course with a strong foundation in Accounting, Finance, MIS, Statistics, Marketing, Human Resource Management, Strategy,
- Students will have a level of maturity that will enable them to look at a broader picture via more advanced cases, simulations, group projects and
- Any textbook used for this course **must** be an MBA-level, graduate textbook and any readings that are assigned must be MBA-level readings and cases.
- Examinations **must** be essay-type and/or problem solving questions and the use of multiple-choice questions is not acceptable.
- Group projects must demonstrate the ability to integrate the tools from a variety of business functional areas in the context of innovation and business decision making.

Instruction methods used in this course include:

- Case analysis and discussion
- Assigned reading
- Class lecture/examples
- Group projects

Some possible textbooks include the following:

Management:

1. Van de Ven, Polley, Garud, and Venkataraman, **The Innovation Journey**, Oxford University Press, 1999.
2. Garvin, David R., "Building a Learning Organization," *Harvard Business Review*, July-August 1993.
3. Zook, Chris, "Finding Your Next Core Business," *Harvard Business Review*, April 2007.
4. Anthony, Eyring, and Gibson, "Mapping Your Innovation Strategy," *Harvard Business Review*, May 2006.

Marketing:

1. Johnson, Christensen, and Kagermann, "Reinventing Your Business Model," *Harvard Business Review*, December 2008.
2. Harvard Business Review Cases
Zipcar: Refining the Business Model
Rosewood Hotel & Resorts
Hewlett-Packard: The Flight of the Kittyhawk
Corning Inc.: Reinventing New Business Development
Kodak and the Digital Revolution

VIII. Instructional Policy Requirements

- Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance (PS 01-01), Course Syllabi (PS 05-07), Final Course grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- The students are expected to comply with the universally accepted norms of considerate and courteous behavior, and with all University rules and policies found in the current [University Catalog](#), including the [Withdrawal Policy](#) and

[Policy on Cheating and Plagiarism](#), It will be assumed that the students will adhere to the tenets of *academic integrity* as articulated in [Dean's Letter on Academic Integrity](#) throughout this course. Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc. as long as these policies are consistent with the above mentioned University policies.

- It is expected that all students to attend classes regularly and to be responsible from all materials covered in class, regardless of their attendance. Make-up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of the documents. It is important that the student provides all documentation without special prompting from the instructor. The student should give earliest possible notification of an anticipated excused absence. The students refer to [the specific university policy](#) on these issues.
- Occasionally adjustments in the course assignments become necessary. The students should be notified about changes, if any, and, whenever possible, they should be consulted in advance about any changes.
- **Students with Disabilities:** Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.