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MGT: Thurs, 6:30 - 9:30 pm, Gallagher Hall  
MGB: Fridays, 2-5 + 6-9 pm, San Ramon Campus

## COURSE FOCUS

### Overview

This course addresses the challenges and opportunities of managing innovation. Our approach will focus on three interrelated sets of activities that make up innovation—creativity, commitment, and entrepreneurship—and the structure of the course will follow these topics. We will blend science and practice, with the intention of giving you both an understanding of the innovation process as well as developing your own ability to innovate.

Understanding and pursuing innovation: What is innovation? What makes you and others innovative? How can you become a student of innovation—learning from others and effectively managing your own efforts?

Managing innovation in and beyond organizations: How do companies create effective innovation strategies and find the right environments for pursuing it? How do innovations—new products, processes, or social movements—emerge and diffuse in populations? What are the social dynamics that shape innovation and how can managers and organizations exploit these dynamics?

Developing your ability to innovate: How can you manage yourself or your group to effectively innovate? What role do power and politics play in innovation? How can you increase the likelihood of seeing new opportunities, coming up with good ideas, and seeing them through to impact?

This course will help students identify where they should focus their own efforts and provide managerial tools to improve innovation within any firm. The lessons should be applicable in any setting. In other words, managers can make any firm more innovative, not just those in technology-intensive or creative industries. The goal is to provide theories that help students critically evaluate the many misconceptions about innovation, hands-on experience in the tools and techniques of innovation, and practical lessons for managing innovation in organizations.

### WARNING

This class takes a pragmatic approach to learning. This year we'll be experimenting with a new approach to studying innovation. Rather than listening to lectures on innovation in class and practicing it outside, the course will include a number of video-taped lectures to be viewed before each class, freeing class time to learn the tools and techniques of innovation. As a result, preparations for each class will require readings and taped lectures, case studies, and short written assignments. Each class will include brief lectures, exercises, and group discussion.

### Required Texts

Hargadon, Andrew. (2003) How Breakthroughs Happen: The Surprising Truth About How Companies Innovate. Harvard Business School Press. ISBN: 1-578-51904-7

Reading packet of articles and cases + online readings

## Course Overview

<i>class</i>	<i>assignment(s) due*</i>
<b>Session 1 - Introduction to course</b>	(individual) short written assignment
<b>Session 2 - Creativity</b>	(individual) problem definition exercise
<b>Session 3 - Entrepreneurship</b>	(individual) short written assignment
<b>Session 4 - Commitment</b>	(individual) uncertainties assignment
<b>Session 5 - First Project Presentations</b>	(group) Initial Project Presentation
<b>Session 6 - Innovation Strategy</b>	(individual) core capabilities assignment
<b>Session 7 - Power &amp; Politics of Innovation</b>	(individual) event assignment
<b>Session 8 - Sustainability + Nexus Work</b>	(individual) nexus work assignment
<b>Session 9 - Design and Diffusion</b>	(individual) design assignment
<b>Session 10 - Final Project Presentations</b>	(group) Final Project Presentation

## Course Schedule

<i>class</i>	<i>assignment(s) due*</i>
<b>Session 1 Introduction</b>	
pre-work:	<p><b><i>How Breakthroughs Happen</i></b> (HBH), Chapters 1 &amp; 2</p> <p><a href="#"><u>"How Apple works"</u></a> Lashinsky, 2011 Fortune Magazine, August 25, 2011 (read online)</p> <p><a href="#"><u>"Chaos by design"</u></a>, Lashinsky, 2006 Fortune Magazine, October 2 2006 (read online)</p> <p>(VIDEO) <b>Innovation, Defined</b> (available online)</p>
Assignment:	<p><b>Compare &amp; Contrast: Google and Apple</b> (individual submission) See smartsite for instructions and to submit assignment.</p>
<b>Session 2 Creativity</b>	
pre-work:	<p><b>"How to kill creativity"</b> Amabile, HBR (coursepack)</p> <p><b>"Reclaim your Creative Confidence"</b> Kelley, HBR (coursepack)</p> <p>(VIDEO) <b>Creativity, defined</b> (available online)</p> <p>(VIDEO) <b>Problem Definition</b> (available online)</p>
Assignment:	<p><b>Problem Definition</b> Exercise (individual submission)</p>
<b>Session 3 Entrepreneurship</b>	
pre-work:	<p><b>HBH</b> Chapters 3, 4, &amp; 5</p> <p><b>"Hypothesis-driven Entrepreneurship"</b> Eisenmann et al, HBR (coursepack)</p> <p>(VIDEO) <b>Locus of Innovation</b> (available online)</p>
Assignment:	<p>Choose your <b>team's focal problem</b> for First Project (group online submission)</p>
<b>Session 4 Commitment</b>	

pre-work:	<p><b>“Sure Thing”</b> Gladwell, New Yorker</p> <p>(VIDEO) <b>Commitment, risk, and uncertainty</b> (available online)</p>
Assignment:	Define your project’s <b>5 biggest uncertainties</b> (individual online submission)
<b>Session 5 1st Project Presentations</b>	
pre-work:	Review <b>Evaluation Criteria for Projects</b> (available online)
Assignment:	Submit <b>First Innovation Project</b> presentation (slides through tech, mkt, and bus in .pdf format) (include but don't present list of uncertainties)
<b>Session 6 Innovation Strategy</b>	
pre-work:	<p>skim <b>HBH</b> Chapters 6, 7, 8, &amp; 9</p> <p><b>“Core Capabilities &amp; Rigidities”</b> Leonard, SMJ (coursepack)</p> <p><b>“Ford, B Case”</b> Hargadon (available online)</p> <p>(VIDEO) <b>Innovation Strategy</b> (available online)</p>
Assignment:	<b>Core Capabilities</b> Assignment (individual online submission)
<b>Session 7 Power, Politics, and Innovation</b>	
pre-work:	<p><b>“On Power”</b> Pfeffer, HBR (coursepack)</p> <p><b>“Harnessing...Persuasion”</b> Cialdini, HBR (coursepack)</p>
Assignment:	<b>Produce an event</b> (activity and description due) (individual online submission)
<b>Session 8 Sustaining Innovation + Nexus Work</b>	

pre-work:	<p><b>“Sustaining Innovation:</b> Challenges &amp; Capabilities” (online)</p> <p><b>“The Televisionary”</b> Gladwell, New Yorker (coursepack)</p> <p><b>“Rebel Alliance”</b> Kushner, FastCompany (coursepack)</p>
Assignment:	<p><b>Nexus Work</b> Assignment (individual online submission)</p>
<b>Session 9 - Design + Diffusion of Innovation</b>	
pre-work:	<p><b>“Design Thinking,”</b> Brown, HBR (coursepack)</p> <p><b>“In Defense of Strategy as Design”</b> Liedtke, SMR (coursepack)</p> <p><b>“Diffusion of Innovations,”</b> Hargadon (available online)</p>
Assignment:	<p><b>Design for Adoption</b> Assignment (individual online submission)</p>
<b>Session 10 - Final Project Presentations</b>	
	<p><b>Final Project Presentation</b> (submit .pdf of presentation in advance)</p>

## Course Requirements

**Individual assignments (150 points):** Eight individual assignments are due and based on the course readings and your critical perspective. These are to be submitted electronically before the start of class. Assignments should have your name and assignment title at the top. Papers will be marked down a single point for exceeding word limits. *No late papers; all assignments due at the beginning of class.*

**Class Participation (100 points):** The class discussion is an important chance to learn, so participation is taken seriously. In class you can learn from your fellow students and practice the verbal skills of communication and dialogue. I will cold call (ask you to speak even if you have not volunteered). **BE PREPARED FOR DISCUSSION EVERY CLASS.**

Be civil, courteous, and professional at all times. Disagreement is helpful when discussing a complex issue, but keep the conflict at a professional, not personal, level. Participation grades will be reduced for unprofessional comments, lack of attention, or ignoring your fellow students' comments.

**Attendance:** Attendance counts. Everyone gets one free absence. If you are absent from a class without an excuse (see policy below), your participation grade for the day will be zero. You need to participate actively. If you attend every class but are not engaged, your grade will be a "C". An "A" or a "B" will be earned by activity in the classroom. Given that there are unexpected and uncontrollable events in everyone's life, one class can be missed without any penalty to your grade (except the final group presentations).

**First Group Project (150 points):** The experimental group project will be a chance for you to design an innovation and learn from the process for the final group project. A one paragraph up to one page description of your innovation is due at the end of Session 3. The project will be due on Session 5 of the course. Each group will develop a proposal for an innovation. These innovations should be complete and ready to implement within the next six months, not hinging on new scientific or other breakthroughs.

**Final Group Project (200 points):** The final group project will be a chance for you to improve on (or change) your innovation project based on the lessons you learned from your initial project. This will include REVISIONS to the materials presented in the first project as well as additional material based on subsequent class discussions: a more comprehensive innovation strategy recognizing the critical uncertainties and core capabilities required for success.

**Freeriding and group projects** For every group project your grade will also depend on your individual effort within the group. Each member of the group will be asked to evaluate every other group member anonymously on the following dimensions: attendance at group meetings, effort, meeting deadlines, and quality of work. If any student receives unsatisfactory ratings from the rest of their group their grade will be marked down accordingly.

Grading Conversions: Grades will be on percentage scale of A+ (98% and above), A (93% and above), A- (90% and above)....failing (64% and below).

**Collaboration, Helping, Cheating, and Dishonesty** One of the goals of this course is to encourage students to communicate with each other, and to help each other learn. Learning management is a process of communication, debate, and argument, not a set of isolated exercises to be performed in private. The limitation to collaboration and helping, however, is when a student is no longer carrying the burden of learning. Some students are particularly adept at using the guise of collaboration and helping as a means to merely exploit others, and not do their own work. You may discuss case analyses, but you cannot copy from another's analyses, or use their written analyses as a basis for your own paper. This subverts the meaning of education, and the potential value it has for improving our minds and our community discussions.

Academic honesty is very important. The instructor will energetically investigate any failure to follow the academic honesty standards of the University.

Particularly important is the issue of misrepresentation or plagiarism. In the era of Internet information it takes discipline to document one's sources for written work. Students are reminded that they must be particularly scrupulous in this regard.

### **Written Assignment Requirements and Format**

Individual written assignments will be submitted online and length and formatting will be controlled accordingly.

Any cited references or other material that is not the author's should be clearly cited in parentheses or in a reference section at the end of the text.

**Accommodations for Students with Disabilities** There will be accommodations made for students with disabilities, in accord with university guidelines.