

MGT/P 251: Management of Innovation

Classes: Tuesday, 6:00 – 9:00 p.m.

Instructor: Joe DiNunzio, 3411 Gallagher Hall, jpgdinunzio@ucdavis.edu

Faculty Office Hours: Thursdays, 3:00pm – 4:00pm via Zoom

Course Focus & Structure

MGT/P 251 is focused on engaging students in narratives, discussions, and exercises centered on building the mindset, skillset, and toolset needed to drive innovation and entrepreneurship, whether in established companies or in new ventures.

We will engage in topics that include characteristics of innovators, having and developing an idea, driving innovation in business models, building and scaling a team, growing a network, and charting a career in innovation and entrepreneurship.

Our curriculum is based on leading research, best practices, and instructional methodology developed by the Graduate School of Management (GSM) and the Mike and Renee Child Institute for Innovation and Entrepreneurship.

The coursework for MGT/P 251 has five components:

Case Studies

Case studies are at the core of our work together. Each week we will engage in a lively and facilitated discussion on a leadership narrative that touches on a set of core areas in innovation and entrepreneurship. Most of our cases have been specifically developed for this course and focus on UC Davis innovators, supplemented by selected cases from the Harvard Business School library, denoted with **(HBS)**. The HBS cases are included with the Equitable Access Program..

Discussions with Innovators / Entrepreneurs

Guest speakers will bring deep real-world experience to the course across a spectrum of topics within innovation and entrepreneurship. In most cases our guests will be principals in one of the case studies in the curriculum and have a direct connection to UC Davis as a student, researcher, or faculty member.

Exercises

Individual and group exercises will allow us to have a hands-on exploration of a focused set of building blocks for innovation and entrepreneurship. These exercises will supplement the case materials and will include work on career pathways, innovation experiments, business planning, roles and responsibilities, and network development.

Lectures

Lectures will provide us with the opportunity to explore a number of key innovation topics in some depth. As part of the lectures there will be interactive polls and discussions in the class.

In addition to the sessions that I will lead, we are fortunate to have the opportunity to engage with Professor Andrew Hargadon on two in-depth explorations from his work.

Reading and Videos

A focused set of reading materials and videos will supplement our discussions and help provide important framing insights for the course overall as well as for our individual weekly sessions. Included in the materials are Professor Hargadon’s book *How Breakthroughs Happen*. Links to the materials are available in Canvas.

Linked items are available online or through the UC Davis library. If noted, links will need to be accessed from on campus or by using the [library VPN](#).

Some items will need to be searched for directly. The link will take you to main the database page of the journal. Click on “Search within this publication” and then search for the indicated text written as, “AN [Insert number]” in the second field.

Performance Evaluation

Evaluation of student performance in the class will be based on three elements:

- 1) **Case Write-ups: 50%.** There will be five case write-ups during the course, each addressing key issues facing the innovator(s) in the case. Write-ups should be concise (2-3 pages) and be completed by each member of class individually. The rubric on how case write-ups will be evaluated is included on Canvas.
- 2) **Exercise write-ups: 25%.** There will be five exercise write-ups during the course, each addressing key learnings coming out of the exercise. These write-ups should be focused (2-3 pages) and be completed by each member of class individually. The rubric on how exercise write-ups will be evaluated is included on Canvas.
- 3) **Class Participation: 25%.** Active participation in class discussions is critical. I expect you to come fully prepared to engage in key issues with insights from class materials. For the case discussions you will be provided with a set of questions to help focus your case preparation. For each in-class case discussion, including any interactions with guest innovators, we will have a warm-call list of students who will be called on first before opening the discussion up to the full group.

| Category | Element | Points | Due Date |
|---------------------|--------------------|--------|----------|
| Case Write Up | Origin Materials | 100 | 10/8 |
| | Evolve Biosystems | 100 | 10/22 |
| | Building Connected | 100 | 11/5 |
| | John Foraker | 100 | 11/26 |
| | Mayor London Breed | 100 | 12/3 |
| Exercise | Odyssey Plan | 50 | 10/4 |
| | EatRX | 50 | 10/15 |
| | Business Plan | 50 | 10/29 |
| | Job Description | 50 | 11/12 |
| | Network | 50 | 11/22 |
| Class Participation | All Classes | 250 | NA |

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Class Schedule

Each week's class will be split into two 85-minute blocks, with a 10-minute break in between.

| Date | Focus Area | A Block | B Block | Written Assignment |
|-------------|--------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------|
| 10/1 | I&E – A Hero's Journey | Case Study: <i>Vite Ramen</i> (UC Davis) | Lecture & Discussion: Course overview and The Hero's Journey | Odyssey Plan Exercise |
| 10/8 | Characteristics of Innovators | Case Study: <i>Origin Materials</i> (UC Davis) | Guest Entrepreneur: John Bissell, Founder and CEO, Origin Materials | Case Write-up |
| 10/15 | Having and Developing an Idea | Case Study: <i>Google: From Garage Start-up to IPO</i> (UC Davis) | Lecture & Discussion: <i>Innovation & Apple Stores</i> , Andrew Hargadon | EatRx Exercise |
| 10/22 | Managing Uncertainty | Case Study: <i>Evolve Biosystems</i> (UC Davis) | Guest Entrepreneur: Samara Freeman, Co-Founder Evolve Biosystems | Case Write-up |
| 10/29 | Innovation and Business Models | Case Study: <i>Zara</i> (HBS) | Lecture & Discussion: <i>Re-imagining Walt Disney Imagineering</i> | Business Plan Exercise |
| 11/5 | Building a Team and Culture | Case Study: <i>Building Connected</i> (UC Davis) | Guest Entrepreneur: Jesse Pedersen, Founder and CTO, Building Connected | Case Write-up |
| 11/12 | Building a Network | Case Study: <i>Heidi Roizen</i> (HBS) | Lecture & Discussion: <i>Building A (Network) Growth Mindset</i> | Position Description Exercise |
| 11/19 | Driving Growth | Case Study: <i>Lego</i> (HBS) | Lecture & Discussion: <i>Apple's Digital Hub Strategy</i> , Andrew Hargadon | Netstorming Your Network Exercise |
| 11/26 | A Career in Innovation | Case Study: <i>John Foraker</i> (UC Davis) | Guest Entrepreneur: John Foraker, Founder and CEO, Once Upon a Farm | Case Write-up |
| 12/3 | Being an Agent of Change | Case Study: <i>Mayor London Breed</i> (UC Davis) | Exercise & Lecture: Going Forward with Purpose | Case Write-up |

Required Reading & Video Materials

Following are the required reading materials and videos.

| Week | Readings / Videos |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10/1 | 8 Ways to Build a Business with a Higher Purpose , Hargadon, Hudnut The Effort Effect , Dweck |
| 10/8 | How Breakthroughs Happen , Chapters 1 & 2, Hargadon Building an Innovation Factory , Hargadon, Sutton [Needs VPN] |
| 10/15 | How Breakthroughs Happen , Chapters 3 & 4, Hargadon Defining the Problem , Hargadon Bring Your Breakthrough Ideas to Life , Bouquet, Barsoux, Wade [Needs VPN] |
| 10/22 | How Breakthroughs Happen , Chapters 5 & 6, Hargadon How to Design Smart Business Experiments , Davenport [Needs VPN] IDEO's Culture of Helping , Amabile, Fisher, Pillemer [Needs VPN] |
| 10/29 | Why Business Models Matter , Magretta [Needs VPN] What is Disruptive Innovation? , Christensen [Needs VPN] Zara: How a Spaniard Invented Fast Fashion (Video) |
| 11/5 | Harnessing the Science of Persuasion , Cialdini [Needs VPN, search for "AN 5329110"] If You Want to Change the World, You Need Power: Part 1 (Video) If You Want to Change the World, You Need Power: Part 2 (Video) |
| 11/12 | How to Hack Networking (Video) Building Effective Networks (Video) The Most Powerful Mindset for Success (Video) An Introvert's guide to Networking (Video) |
| 11/19 | How Breakthroughs Happen , Chapter 7, Hargadon The Lego Story (Video) Reigniting Growth , Zook, James [Needs VPN] |
| 11/26 | How Breakthroughs Happen , Chapter 8, Hargadon What Makes a Hero? (Video) Joseph Campbell and the Myth of the Hero's Journey (Video) |
| 12/3 | Leading Change: Why Transformation Efforts Fail. ”, Kotter [Needs VPN, Search for, AN 9503281992] Wicked Problems Worth Solving , Kolko |

OPTIONAL READING. In addition to the required reading list there are four recommended books that will prove helpful to students in this course and beyond: *Mindset*, by Carol Dweck; *Boys in the Boat*, by Daniel James Brown; *Hero of a Thousand Faces*, by Joseph Campbell; *Emotional Intelligence*, by Daniel Goleman.

Class Operations

- Learning in this course is driven by participation and engagement, so your preparation for and presence in each class is important and expected.
- As a courtesy to your classmates, as well as to your instructor and any guest speakers, please arrive on time and depart only once the class has concluded.
- We employ the Socratic method during our case discussions. A number of students will be asked to start each session by addressing a specific set of questions, after which we will open the discussion to the full group. During the case discussion, our goal is to engage each other and learn, not necessarily to come up with the “right” answer. Given the varied perspectives of our class members, we look forward to a healthy, lively, and respectful debate during class.
- We are committed to the promotion of absolute integrity and high ethical standards in academic work and in engagement with other students and staff. It is also expected that all students and faculty will treat each other with respect and dignity, and practice the principles of kindness, compassion, and empathy.

Notes on Class Support / Responsibilities

- Statement on Accommodation. UC Davis is committed to educational equity in the academic setting, and in serving a diverse student body. All students who are interested in learning about how disabilities are accommodated can visit the [Student Disability Center](#) (SDC). If you are a student who requires academic accommodations, please contact the SDC directly at sdc@ucdavis.edu or 530-752-3184. If you receive an SDC Letter of Accommodation, submit it to your instructor for each course as soon as possible, at least within the first two weeks of a course.
- Rights and Responsibilities. All participants in the course, instructor and students, are expected to follow the UC Davis [Principles of Community](#), which includes affirmation of the right of [freedom of expression](#), and rejection of discrimination. The right to express points-of-view without fear of retaliation or censorship is a cornerstone of academic freedom. A diversity of opinions with respectful disagreement and informed debate enriches learning. However, in this course, any expression or disagreement should adhere to the obligations we have toward each other to build and maintain a climate of mutual respect and caring.
- You are expected to take UC Davis’s [Code of Academic Conduct](#) as seriously as we do. You were given this code of conduct with explicit explanations of violations (e.g. plagiarism, cheating, unauthorized collaboration, etc.) and your responsibilities in regard to them during orientation, and you signed a statement affirming that you understand it. Academic conduct violations will not be tolerated, and your instructor will not hesitate to turn violators over to Student Judicial Affairs. If you are uncertain about what constitutes an academic conduct violation, please refer to the code linked above, contact your instructor, or refer to the [Office of Student Judicial Affairs](#).

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- All materials in the course that is not otherwise subject to copyright is the copyright of the course instructor and should be considered the instructor's intellectual property.
- Safety and Emergency Preparedness. UC Davis has many resources to help in case of emergency or crisis. While reviewing campus [Emergency Information](#), you may want to register for UC Davis Warn Me and Aggie Alert, which will give you timely information and instructions about emergencies and situations on campus that affect your safety. If there is an emergency in the classroom or in non-Davis locations, follow the instructions of your instructor.
- Student Wellness. You are encouraged to [practice self-care](#) so that you can remain focused and engaged; that might mean getting a drink of water, leaving to use the restroom, taking a moment to stretch, or doing something else you need to do to take care of yourself. Please be respectful of others by minimizing distractions when practicing self-care – especially in lab, field or studio settings where safety is imperative.
- University life can be overwhelming at times but know that you are not alone if you're feeling stressed. For many of us, systems of oppression such as racism, sexism, heterosexism or cissexism may cause additional stress. Please remember to reach out for support if and when you need it.
- You can visit [Virtual UC Davis](#) to find resources related to health and well-being, academics, basic needs (food and housing) and more.