

MACK INSTITUTE FOR INNOVATION MANAGEMENT
Collaborative Impact Program
The Wharton School | University of Pennsylvania

MGMT 892 – Fall 2014
Innovation Management
Tuesday 2:00-5:00pm EST

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COURSE DESCRIPTION

In today's business environment, it is increasingly apparent that business success is driven by a firm's ability to create and capture value through innovations (either technological or non-technological). Thus, the processes used by firms to develop innovations, the choices they make regarding how to commercialize their innovations, the changes they make to their business models to adapt to the dynamic environment, and the strategies they use to position and build a dominate competitive position all are important issues facing the firm.

In MGMT892, you will learn to address these issues through an experiential approach. MGMT 892 is a small class conducted in the spirit of an independent study. By working on consulting projects for leading global companies, you will apply your knowledge on innovation management and help these industry leaders understand the challenges and opportunities posed by emerging technologies and markets.

This course is a vital component of the Collaborative Impact Program launched by Wharton's Mack Institute for Innovation Management. The Collaborative Impact Program – now commonly known as CIP –provides an opportunity for Wharton MBA students and graduate students of other schools of the University of Pennsylvania to undertake semester long consulting projects for Mack's corporate partners. More information of CIP can be found on the Mack website: <http://mackinstitute.wharton.upenn.edu/events-and-programs/collaborative-impact-program-2/>.

Mack's corporate partners are the world's leading companies operating in a variety of industries including apparel, automotive, electronics, home appliances, personal care, and software. Before the semester begins, they would propose a current business challenge they'd like to address. The issues to address include but are not limited to:

- Marketing campaign to achieve a specific goal
- Survey and forecast of an innovation
- Internal organization to boost innovation productivity
- Strategy and tactics to cope with competition
- Alliance strategy (e.g., joint venture, mergers and acquisitions, etc.)

COURSE REQUIREMENTS

The course is composed of mini lectures and intensive interactions among students, myself, and corporate partners. In addition to attending our scheduled class sessions, each student/team needs to submit an 8-page methodology memo by October 21 and a final paper (which is a fully developed version of the methodology memo) by December 19 in order to complete the course. I shall use the papers, plus your class participation, to determine your course grade.

Class participation: 15%
Methodology memo: 20%
Final paper: 65%¹

The details of the course requirements are elaborated below.

1. Match a team with a project

Partners remit projects before the semester begins. Their project descriptions include company contact information, project background, desired deliverables, existing data, and other pertinent information.

For each project, I will work with the Mack executives to form a team of 2-5 students based on the students' research interests, teammate preferences, skills and backgrounds. Typically, the presented problem will require an enterprise perspective requiring a *diverse* team of students to apply and integrate their knowledge and skills in marketing, operations, finance and accounting, human resources, business analytics, and information systems.

2. Mid-point review and memo

Each team needs to conduct a mid-point review to a group of project stakeholders. The review includes an 8-page methodology memo and a presentation. As the first draft of your final paper, the memo should define clearly your research questions, specify your research objectives, and more importantly, propose a set of methods (survey, interview, library research etc.) to conduct your research. Both memo and presentation are due on October 21.

Each corporate partner has a Project Liaison that is responsible for providing data and other necessary information to the designated team. In the process, you should interact with the liaison on a weekly basis (either online or offline). The purpose of the interaction is to ensure that your research is on the right track to address the company's proposed issue.

¹ The grades of team work (namely the methodology memo and final paper) are subject to changes based on peer evaluation scores (if necessary).

3. Final presentation and paper

Based on the methodology memo and my feedback, you will complete your final paper by the end of the semester. I will ask you for your work schedule and will request periodic progress updates to help you stay on track.

Each group will make the formal final presentation of the project on December 9. *All* group members are required to present. The final paper is due on December 19.

The detailed guidelines for the course paper will be provided in class.

4. Peer Evaluation and Client Evaluation forms

Finally, I will seek evaluations from each team member on the contributions of each group member to the final project and use those evaluations in determining your individual final grade on the project. The sample evaluation form is attached in Appendix A.

I will also seek evaluations from the corresponding corporate partner for your project. Their evaluation, however, will *not* affect my grading. The sample evaluation form is attached in Appendix B.

CONFIDENTIALITY

All projects are undertaken under Confidentiality and Non-Disclosure Agreements, and all information received by the team is electronically stored on *Canvas*, a secure and restricted SharePoint site. While I support and advise each team, the students take ownership and primary responsibility for the successful delivery of the project.

COURSE OUTLINE AND DELIVERABLES²

September 16, 2014 (Tuesday), 2-5pm EST

Session 1: Introduction and Information Sessions by Professor Ren.

- Be prepared to give a short 10-minute overview of your project.
- Read - Day, G. S., & Schoemaker, P. J. H. (2000). "Avoiding the pitfalls of Emerging Technologies" *California Management Review*, Vol. 42, No. 2, pp. 8-33.

September 23, 2014 (Tuesday), 2-5pm EST

Session 2: Research Methodology Presentation by Professor Ren.

- FOCUS Analytical Map
- Read - Day, G., & Schoemaker, P. J. H. (Nov. 2005). "Scanning the Periphery" *Harvard Business Review*, Nov. 2005, pp.135-148.
- Read – TBD.

October 21, 2014 (Tuesday), 2-5pm EST

Session 3: Mid-point presentations and project discussions.

- 8-page research methodology memo DUE (via email)
- The memo will allow Professor Ren to give you some feedback on your projects and help you working towards your final paper.

December 9, 2014 (Tuesday), 2-5pm EST

Session 4: Final presentations and Q&A.

- Final paper DUE 5pm EST, December 19, 2015 (via email) ³
- Peer evaluation form DUE (via email).

READINGS

Day, G. and Schoemaker, P. J. H., "Avoiding the Pitfalls of Emerging Technologies" *California Management Review*, Winter Issue, 2000, Vol. 42, No. 2, pp. 8-33 (PDF attached).

Day, G. S. and Schoemaker, P. J. H., "Scanning the Periphery" *Harvard Business Review*, Nov. 2005, pp. 135-148 (PDF attached).

OPTIONAL: Day, G. S.; Schoemaker, P. J. H. and Gunther, R.E., "Wharton on Managing Emerging Technologies" *Wiley*, August 2004 (available on amazon.com).

² Instructor reserves the right to adjust schedule and readings as needed --- some topics may run longer and some presentations may be scheduled differently due to confidentiality concerns.

³ Note that the due day for the final paper is December 19, 2014. This is to give you some extra time to work on the final paper by incorporating the comments from the presentation session.

About your professor:

Charlotte R. Ren

I am a Senior Fellow of Wharton and a Visiting Assistant Professor of SP2 at the University of Pennsylvania. Previously I was on faculty at Purdue University's Krannert School of Management where I have taught courses in Strategic Management, Innovation Management, Entrepreneurship, and International Business. I obtained my Ph.D. degree in Management and Master degree in Economics from UCLA, my undergraduate degree in International Politics and a minor degree in Law from Peking University, China.

My research interests focus on two areas, competitive strategy, and innovation & entrepreneurship. My current research investigates how business and nonprofit organizations compete along nonprice dimensions including product variety, geographic location, online versus offline channels, and service. For example, my research shows that when retail stores offer "price match guarantees" that prevent them from turning to price reductions to attract consumers, they compete in product variety depending on whether their rivals are co-located or not. I also examine how firms adjust innovation strategy and manage corporate entrepreneurial processes to improve their technological competence and overall performance. My research covers a variety of settings including retail, consumer electronics, hard disk drive, computer workstation, aircraft manufacturing and charter schools.

My research has been published in *Management Science*, the *Journal of Management*, and the *Strategic Management Journal*. My paper "the Rise and Fall of Entrepreneurial Opportunities inside Organizations: A Process Model for Corporate Entrepreneurship" received the "Research Promise" Award from the Entrepreneurship Division of the 2008 Academy of Management Conference. I have served as a regular reviewer for *the Academy of Management conference*, and also for *the Academy of Management Journal*, *Organization Science*, and *Strategic Management Journal*.

When I am not teaching or doing research, I enjoy jogging, yoga, travelling, cooking, and re-reading pre-modern classical Chinese literature and novels of Eileen Chang.

I look forward to working with you this semester.

Best Regards,

Charlotte

Professor Charlotte R. Ren

www.charlotteren.net

Appendix A. Collaborative Impact Program --- Peer Feedback Form

Criteria	1. Significant Issues	2. Slightly Below Expectation	3. Meets Expectations	4. Exceeds Expectations	5. Significantly Exceeds Expectations
Participation	Missed several team or client meetings without prior notice; did not participate effectively in team discussion of project issues	Missed one meeting without prior notice; or missed several team meetings with prior notice; participated in team discussions when asked	Attended all client meetings, missed no more than one team meeting with prior notice and proactively contributed to the team dialogue in most meetings	Attended all formal client and team meetings and often was a significant contributor to the team discussions plus was proactive in helping the team solve problems outside of meetings/ assigned tasks, e.g., led informal meetings to resolve team issues
Reliability	Work was usually incomplete and/ or late	Delivered most assigned work products on time and addressed assigned scope adequately in most cases	Delivered all assigned work products on time and consistently addressed assigned scope fully and appropriately	Consistently completed assignments early and/or often addressed additional scope beyond that assigned	... and, in so doing, added value beyond assignment
Responsibility	Waited until due date to alert team members of issues with assignment; often not prepared for meetings	Reached out to team members at last minute so there is not enough time to fix before due date; sometimes not prepared for meetings	Verified scope of assigned work; when having difficulty with assigned work, was proactive to reach out to team members with sufficient time to receive help; usually prepared	Sought team members' feedback on progress periodically throughout assignment to ensure that he/she was on target and always prepared	Consistently took initiative to resolve issues through consultation with others, keeping team members in the loop
Quality	Work frequently contained simple mistakes, or poorly communicated or without supporting backup evidence	Assigned work was largely error free, but not always well communicated or with weak supporting rationale and backup	Assigned work was largely error free, clearly communicated verbally and graphically with adequate supporting backup material	Work consistently error-free, well communicated verbally and graphically, with strong backup material plus evidence of significant ingenuity / creativity/ insight for the benefit of the team
Thought Leadership	Difficulties gathering basic data and formulating analyses	Able to gather data but needed help to apply classroom skills and develop analysis that was useful to the client's situation and project	Applied classroom skills, developed insights in assigned tasks, and leveraged those insights to contribute to a practical solution for the client in assigned areas and added value by developing insights beyond their own tasks to help synthesize a practical, compelling business solution and was recognized by client, faculty advisor, and/ or team members for pivotal, creative contributions to a practical, compelling business solution.
Team Work	More than one team member felt that actions were often disruptive of the team	Sometimes was reluctant or unable to share information / insights with team, or concern voiced by team members	Shared material and insights as needed and in a timely manner, contributed constructively to team discussions and conflict resolution	Worked to help other teammates resolve conflicts, actions consistently targeted to help team progress...	... plus recognized by name by more than one team member along the way for their help and/or contributions to the team
Client Interaction	Briefed client but had difficulty discussing the work, and/ or did not participate in client interviews	Briefed client and engaged in discussions on work at several meetings, had initial interviews but no follow-up	Briefed client and engaged in discussions on work at several meetings, interviews and follow-up conversations with client managers plus developed a working relationship with at least one client manager and used to discuss issues and possible solutions formally recognized by client senior management as making a significant contribution to the success of the project

Appendix B Collaborative Impact Program --- Corporate Partner Evaluation Form

Name: _____

Organization: _____

This short survey provides us with valuable feedback on the CIP team. Please select a number to rate our team's performance on a scale from 5 (strongly agree) to 1 (strongly disagree). We thank you for your input.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The student team developed a good understand of our business and needs.	5	4	3	2	1
2. The scope of the project and deliverables were clearly communicated.	5	4	3	2	1
3. The team members were responsive and accessible.	5	4	3	2	1
4. The students exhibited the industry knowledge, technical competencies, and consulting skills to fulfill the project responsibilities.	5	4	3	2	1
5. The students demonstrated professionalism in their behavior, attitude, and appearance.	5	4	3	2	1
6. The student team kept us informed of progress and (if applicable) any changes with project scope and deliverables.	5	4	3	2	1
7. The student team provided us with deliverables that met or exceeded our expectations.	5	4	3	2	1
8. The student team presented their deliverables in an effective manner.	5	4	3	2	1
9. Overall, we were very satisfied with the performance of the team.	5	4	3	2	1
10. I would recommend the use of a Wharton-Mack CIP team to other organizations.	5	4	3	2	1

Additional Comments:

☐ I agree my comments may be used in Wharton Publication materials.