

FALL 2013 MIS 373N.21 OPEN INNOVATION

MONDAY/WEDNESDAY 12:30-2:00 P.M.

Instructor	Professor Sirkka L. Jarvenpaa Dept. of Information, Risk, and Operations Management (IROM)
Class Times and Location	Mo/Wed, 12:30-2:00 p.m., UTC 1.132
Office	CBA 6.480
Office Hours	Immediately after class and by appointment
Phone/Fax	TEL: (512)-471-1751; CELL: (512) 415-8570
E-Mail	sirkka.jarvenpaa@mcombs.utexas.edu
Teaching Assistant	Hyerin Kim hyerin.kim@phd.mcombs.utexas.edu

Course Overview and Objectives

“Most innovations fail. And companies that don’t innovate die.” – Henry Chesbrough

How can you identify, develop, implement, and profit from innovation as an analyst, manager, entrepreneur?

This course will introduce you to methods for identifying, developing, and implementing innovation in organizations that leverage both internal and external resources and new collaborative technologies. These skills are valuable in a range of contexts. No matter whether you are a systems analyst considering the design or use of a new technology within your organization, or a manager considering the launch of a new product or service, an entrepreneur considering the launch of a new business, or a policy maker charged with helping a community or society, you would benefit from innovation.

Clearly, there is no “one best way” to manage innovation. This course will stimulate your curiosity and broaden your perspectives by posing you puzzling critical dilemmas that deny some of your long-held assumptions and guiding you to think critically about them to reach answers. The course gives you a rich understanding, thinking tools, and hands-on experience on how to manage innovation inside and outside the organization and leverage global distributed environments. You will be able to apply the concepts and models learned to projects in the course.

The course consists of several modules. The first module provides an overview of core innovation concepts. The second module examines open innovation models and implementation including crowd-based innovation. The third module focuses on radical innovation and governance issues such as intellectual property related challenges.

The learning is project-based and exercise-based. You will be asked to participate in a real global innovation challenge. The project-based learning is supplemented with case analyses, readings, guest lectures, and class discussions.

After this course, you should be able to:

1. Discuss the spectrum of innovation models and their pros and cons,
2. Apply innovation tools and techniques for innovation ideation and development,
3. Discuss the prospects of open innovation and analyze when a company is able to create value from open innovation and when not,

4. Understand the alternatives how a global organization will set up its innovation units and how to leverage diverse resources internally and externally for innovation,
5. Understand the challenges of governance and collaboration structures for open innovation,
6. Develop awareness of intellectual property issues (e.g., trade secrets, patents, copyrights) in open innovation models and open source.

Course Website: Hosted on the UT Blackboard site <https://courses.utexas.edu/webapps/login/>

The latest version of the syllabus and documents are updated on this site. **Rely on this site for information on the course (not the printed syllabus handed out in class). Please log in to the site before each class to view the announcements.**

Course Packet: A digital course packet of Harvard Business School (**Harvard**) cases is available at the Harvard Publishing site: <https://cb.hbsp.harvard.edu/cbmp/access/20614580>. You need to register and then purchase the electronic packet by following the link above. A printed, bound course pack is optional and can be ordered for an additional charge after you purchase the electronic packet. Other readings and cases are available on the course's **Blackboard (Blackboard)**: <https://courses.utexas.edu/>

Due to the nature of the course topics (open innovation), the majority of the readings are highly contemporary articles from sources such as Harvard Business Review and Sloan Management Review.

Recommended Textbook: Strategic Management of Technological Innovation (3rd Ed, McGraw-Hill) by Melissa A. Schilling

Office Hours

Office hours follow each class unless otherwise specified in class. At other times, the instructor will hold office hours by appointment. Please email me at Sirkka.Jarvenpaa@mcombs.utexas.edu for appointment.

Course Requirements and Grading

The written assignments will include (1) individual case write-ups, (2) group project, and (3) individual project. The case write-ups will represent your independent work. No late assignments will be accepted.

Grading

Percent	Requirement	Due Date
20%	Class Participation (individual)	Throughout the semester
30%	Case Write-up assignment (individual)	At the beginning of class on the assigned days, submit four analyses; three with highest grade will count toward the grade. (Post on Blackboard)
30%	Individual Project: www.OpenIDEO challenge (individual)	Individual project report due on December 10, noon. The challenge starts in mid September and runs throughout the semester. (Post on Blackboard)
20%	Group Project: Innovation in a company (group)	Proposal, Progress Report, and Presentation. Presentations are on December 2 and 4. (Post on Blackboard)

Class Participation (20%)

You are expected to read, analyze, and think about the issues covered in assigned articles, cases, and presentations before coming to class. There will be also homework assignments that involve exploring and commenting on different websites. The preparation before class is a critical success factor for making contributions to in-class discussions and earning participation credits.

Your contribution level will be assessed in all class sessions throughout the semester: You will get feedback on your class participation at the end of September and October.

- Your attendance is required, but attendance earns only 20% of the in-class participation credit for the day. To earn the remaining 80% of the in-class participation credits, you need to make contributions to the discussions and learning processes in the class room.
- If you have to miss a class, please notify me by email before the class. You must make up for participation expectations in subsequent classes

Your preparation before coming to class should include the following three things:

1. What does each assigned reading or case say? What is the central issue/theme/point that is conveyed?
2. What have you learned? What has it added to your knowledge/understanding of the subject? What connections did you make to your own experience?
3. Tie the reading or case to the larger set of materials in the course

Your in-class participation grade will be based to the extent to which

- You demonstrate that you have read assigned readings and completed the homework assignment before class, listening actively to instructor and peers.
- You help other students learn and improve on their ideas and projects.
- Your comments go beyond repetition of the facts found within the readings.
- You ask good questions.
- You link, reconcile, and or synthesize topics.
- You bring to the discussions examples and questions from prior work experiences.
- You respond to questions raised.
- You disagree with others constructively.
- You neither dominate the conversation nor being too quiet.

The following factors will contribute negatively to your in-class participation:

- Being unprepared, passing on cold calls.
- Lack of involvement, silence, detachment or disinterest.
- Distracting others by surfing the web, e-mailing, instant messaging, not turning off your cell phone, etc.
- Not listening actively.
- Lack of empathy.
- Dominating the conversation.
- Leading the discussion into unrelated topics.
- Spending undue amount of time on minor points.
- Long, rambling comments.

Please use a name card. Please sit roughly in the same place in each class.

I will “cold-call” on a random basis to check your understanding of the assigned readings.

We will focus on experiential learning in this course. In order to maximize your learning (and achieve a good class participation grade), you should (1) attend class, (2) prepare for class by completing the assigned reading and homework assignment, and (3) engage with each other and participate in the discussion.

Case Write-up assignment (Individual assignment) (30%)

The case studies that are the subject of your case write-up assignment are either in **Harvard packet** or on **Blackboard** well in advance of the write-up due date. Case write-up questions, format guidelines, and submission procedures will be posted on Blackboard/Assignments. All case write-up assignments are individual assignments. **The case analysis needs to address the case study questions posted on Blackboard and importantly, draw concepts and models from our course readings and apply them to the analysis and recommendations.**

Each case write-up will be a maximum of 3 pages in length (double-space typed). In addition to the 3 pages of text, you may include appendixes that contain figures and tables. All case write-ups need to be posted on BLACKBOARD before the beginning of the class session.

You will be given a chance to submit four write-ups. The **three best ones** will count toward your grade. The timetable for the case write-ups is as follows: **September 25, October 21, November 4, and November 18.**

Evaluation Criteria:

1. How well does the write-up utilize, apply and integrate relevant course concepts in analyzing the questions, developing and justifying answers, conclusions, and recommendations?
2. How well does the write-up utilize case facts and evidence in support of its decisions, conclusions, and recommendations?
3. Adherence to format and length requirements, grammar, spelling, and punctuation.

Individual project: Creative Confidence Challenge on www.OpenIDEO.com (Individual) (30%)

For this individual project-based assignment, you are asked **to participate in a real world project: OpenIDEO Creative Confidence Challenge**. This assignment requires creative problem solving and participation in a global community. You will get feedback on your ideas from other participants on the platform. We also have in-class sessions where students can give each other feedback before posting on OpenIDEO platform. The individual project report, due on December 10, reflects your experiences with www.OpenIDEO.com

The OpenIDEO challenge starts in mid September. The first phase “inspiration” requires your posting a **minimum of two inspirations**. The second phase “ideation” starts in mid to late October and requires you to post a **minimum of two ideas** by the end of the ideation phase. In early December, you have an opportunity to contribute to the 20 ideas that are selected for further development. You are invited to give feedback and refine the ideas. **Remember that what matters in participating and providing feedback on www.OpenIDEO.com is quality, not quantity.**

The individual project report needs to address what it meant for you to be a member of the OpenIDEO community. Focus on the motivation, design, and management of the Creative Confidence Challenge along with lessons learned and recommendations for OpenIDEO. The individual project report can be no longer than

four pages (double spaced). Appendices are allowed. More detailed instructions for the individual project report will be posted on Blackboard/Assignments in early November.

Here are the key activities:

- Create a profile on OpenIDEO site (www.openIDEO.com) and familiarize yourself with the site and Creative Confidence Challenge.
- Be ready to discuss potential inspirations in class for Creative Confidence **on September 18 and 23.**
- Post at least two inspirations on www.openIDEO.com Creative Confidence by **October 9.**
- Post at least two ideas on www.openIDEO.com Creative confidence by **November 15.**
- Provide feedback on other's ideas in-class and on www.openIDEO.com.
- Submit the individual project report by **December 10, noon.**

Evaluation Criteria for individual project:

1. Posts on OpenIDEO platform
2. Presentations and feedback in class on various stages of the project
3. Evolution of the ideas based on the feedback received in class and on the platform
4. The final project report (due on December 10)

The ideas themselves are assessed

1. How well do the ideas address the challenge brief and requirements?
2. How well researched are the ideas?
3. What is the potential impact of ideas?
4. Originality of the ideas.

NOTE: The platform announces winning concepts but I do not consider these. The ideas will be considered on their own merits.

Group project: Innovation in a Company (Group project, 5 members per team) (20%)

The project allows your team to apply concepts of this course to a company situation of your choosing. Your project team will report on a company's approach to innovation, report on the successes, diagnose issues or challenges facing the company, and propose solutions to those challenges (using concepts and models from this course). For this project, the group can rely purely on publicly available sources. It is not necessary to contact the firm or organization directly for this exercise.

You may form your own group or ask to be assigned to a group. Team size should be 5 students per group. You are encouraged to form "diverse groups." Diverse groups likely outperform homogeneous groups. Diverse groups are exposed to a wide range of perspectives, experience, and knowledge. If you don't know who to work with, contact the instructor or the TA.

Appoint one member of your group as your project leader who the instructor can communicate in case there are questions. All members in the team are expected to work equally on the assignment. The contribution of individual team members will be assessed via an optional peer evaluation form. Project leader or anyone in the team should contact the instructor if any member in the team is free riding and the team is unable to solve the problem on its own.

Timeline: Proposal of the company is due on **October 14**; project progress report due on **November 6**; the in-class presentation of the final project will be the **first week of December**.

Proposal: The project focuses on one company. There should be two to three sentences justifying your top choice. The folder “Group Project: Lists of Innovative Companies” on Blackboard has lists of companies that are considered to be innovative. You are **not** limited to the companies listed. Before selecting a company, your team should conduct enough research to gain confidence that there is publicly available data on the company related to its innovation approach and activities. To ensure no overlap in companies across different project teams, I encourage your team to propose two to three companies in preferential order. Only the top choice needs justification.

Project class presentations: During the last week of class, your team provides a 10 to 12 minute presentation on the company. The presentation should be informative and rich in content. The PowerPoint slides need to be submitted to Blackboard PRIOR to the CLASS ON THE DAY OF THE PRESENTATION.

- Your group presentation is to 1) give an overview of the company and its innovation system, (2) analyze the areas of strength and weakness in the innovations system, (3) propose sound recommendations (e.g., new innovation models) to the company so that the company can continue its success or be successful next time by effectively responding to the current or forthcoming opportunities, the threats, and challenges.
- Evaluation criteria is based on how well the presentation
 - analyzes the company situation, utilizes the concepts and models from class, and applies them in an integrative way in the presentation,
 - justifies the decisions, conclusions, and recommendations
 - is delivered professionally, is clear and persuasive
 - is received by peers in class
- Members in the team get the same project grade adjusted to the
 - The feedback from the optional peer evaluation form

Here are the key group activities your team must conduct:

- Form a group and select your project leader
- Post a 2 page proposal on Blackboard by October 14 (at the beginning of class). The proposal should include
 - Your group name
 - The list of your team members and the project leader
 - Company of your choice and justification. Provide one or two additional company names (in case another team selected the same company as top choice)
 - Action plans including a list of activities to be done, members’ corresponding research tasks, and the time line when these tasks will be completed.
- Project leader submits a one-page project progress report on November 6 (Blackboard). The progress report should include
 - The original action plans and the actual progress in comparison
 - Assessment of the overall project progress (e.g., what’s going well and what’s not, etc.)
 - Revised plans for the remaining weeks.
- First week of December, conduct a group presentation and post SLIDES on Blackboard
 - At least three members need to participate in the presentation
 - Everyone in class will submit a peer review on other’s presentations

SUMMARY OF POLICIES (Read All the policies at the end of the syllabus)

Reading: All readings MUST be completed prior to the session for which they are assigned.

Attendance: If you will not be able to attend a class, please let me know in advance. Due to the nature of the class, attendance is very important. A poor attendance record will negatively affect your class participation grade. Other’s learning is also negatively impacted as they cannot learn from you.

Changes to the syllabus: Changes to the syllabus (e.g., guest speakers) will occur throughout the semester. All changes are noted on Blackboard. The syllabus on Blackboard will be updated.

About the Instructor

Dr. Sirkka L. Jarvenpaa holds a Ph.D. from the University of Minnesota. She is a director of Information Management Program and the center for Business, Technology, and Law at McCombs School. She also serves as Finnish Distinguished Professor at Aalto University, Finland, 2008-2012. She has held visiting appointments at Harvard Business School, Sloan School of Management, Massachusetts Institute of Technology, Hong Kong University of Science and Technology, China; University of Melbourne, Australia; Helsinki University of Technology, Finland; City University of Hong Kong, China; and Queens University, Canada.

SCHEDULE

(Blackboard): Article or case posted on Blackboard

(Harvard Packet): Electronic course packet of Harvard Business School Articles and Cases. You can purchase the packet at:
<https://cb.hbsp.harvard.edu/cbmp/access/20614580>

S#/ Date	Topic	Readings (be completed before class)	Assignment (be prepared to discuss in class; NO POSTING on BLACKBOARD)	Written Assignment DUE (post on BLACKBOARD or www.OPENIDEO.com)
INTRODUCTION				
S1 8/28	<i>Course Overview</i>	Syllabus	Setting expectations	
INNOVATION CONCEPTS				
S2 9/4	<i>Innovation Models</i>	Sawhney, M., Wolcott, R.C., and Arroniz, I., "The 12 Different Ways to Innovate," MIT Sloan Management Review, Spring 2006, pp. 75-81. (Blackboard)	Describe an innovation you have been involved with in a student club or association, company, family, church group	
S3 9/9	<i>Innovation Funnel</i>	Hansen, M.T., and Birkinshaw, J., "The Innovation Value Chain," Harvard Business Review, June 2007, pp. 121-130. (Blackboard)	In-class exercise	
S4 9/11	<i>Innovation Development Process at IDEO</i>	Brown, T., "Design Thinking," Harvard Business Review, June 2008, pp. 84-92. (Blackboard)	In-class Video watching on IDEO Scout potential group members and begin discussion of the company choice for the group project	

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OPEN INNOVATION : NEED FINDING, IDEATION, IMPLEMENTATION				
S5 9/16	<i>OpenIDEO</i>	Case: OpenIDEO (Harvard Packet)	Prepare Case study questions on Blackboard for the case Explore www.OpenIDEO.com	DUE: Create an Individual Profile at www.OpenIDEO.com
S6 9/18	<i>Open Innovation</i>	Chesbrough, H., "Open Innovation: Where We've Been and Where We're Going," Research-Technology Management, July-August 2012, pp. 20-27. (Blackboard) Schweitzer, F.M., Buchinger, W., Gassman, O., and Obrist, M. "Crowdsourcing: Leveraging Innovation Through Online Idea Competitions," Research-Technology Management, May-June 2012, pp. 32-98. (Blackboard)	www.openIDEO.com Creative Confidence Challenge: Be ready to share a potential inspiration "in class" (we will discuss inspirations in class before they are submitted on www.OpenIDEO.com) Let the Instructor or TA know if you are still looking for a group for a group project	
S7 9/23	<i>Open Innovation Models</i> <i>Guest Speaker: Dan Rudman, General Motors</i>	Boudreau, K.J., and Lakhani, K.R., "Using the Crowd as an Innovation Partner," Harvard Business Review, April 2013, pp. 60-69. (Blackboard)	www.openIDEO.com Creative Confidence Challenge: Be ready to share a potential inspiration "in class" (we will discuss inspirations in class before they are submitted on www.OpenIDEO.com)	

S#/Date	Topic	Readings (be completed before class)	Assignment (be prepared to discuss in class; NO POSTING on BLACKBOARD)	Written Assignment DUE (post on BLACKBOARD or www.OPENIDEO.com)
S8 9/25	<i>Open Innovation in a small firm</i>	Case: Threadless: The Business of Community 608-707 (Harvard Packet) Chafkin, M., "The Customer is the Company," Inc. Magazine, June 2008. (Blackboard)	Prepare Case study questions on Blackboard	DUE: Individual Case Write up Follow submission instructions: Blackboard/Assignments
S9 9/30	<i>Design of Rewards</i>	Benkler, Y., "The Unselfish Gene," Harvard Business Review, July-August 2011, pp. 76-85. (Blackboard)	Visit two sites on the following list http://www.boardofinnovation.com/list-open-innovation-crowdsourcing-examples/ Be prepared to report in class on two sites how rewards are used	
S10 10/2	<i>Open Innovation in a Large Firm</i> <i>Guest Speaker: Gil Cloyd, former CTO of P&G</i>	Huston, L., and Sakkab, N., "Connect and Develop: Inside Procter & Gamble's New Model for Innovation," Harvard Business Review, March 2006, pp. 58-66. (Blackboard)	Prepare one or two questions to ask the guest speaker	
S11 10/7	<i>Online Market Place for Ideas</i>	Case: Innocentive.com (A) #608-170 (Harvard Packet)	Prepare case study questions on Blackboard for the case	
S12 10/9	<i>Implementing Open Innovation in Traditional Organizations</i>	Whelan, E., Parise, S., de Valk, J., and Aalbers, R., "Creating Employee Networks that Deliver Open Innovation," MIT Sloan Management Review, Fall 2011, pp. 37-44. (Blackboard)	Prepare questions on Blackboard	

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S13 10/14	<i>Lead User Models and Customer Communities I</i>	Antorini, Y.M., Muñiz, A.M., and Askildsen, T., "Collaborating with Customer Communities: Lessons from the Lego Group," MIT Sloan Management Review, Spring 2012, pp. 73-79. (Blackboard)	Prepare questions on Blackboard	DUE: Proposal on Group Project Follow submission instructions: Blackboard/Assignments DUE: At least two inspirations need to be posted on www.OpenIDEO.com
S14 10/16	<i>Ideation process at www.OpenIDEO.com</i>		Be ready to present an idea in class and give critique on others' ideas before posting on www.OpenIDEO.COM	
S15 10/21	<i>Lead User Models and Customer Communities II</i> <i>Guest Speaker: Keri Pearlson</i>	Case: Pearlson, K., and Walsh, D., "National Instruments LabView Community: Social Business for a B-to-B, National Instruments and KP Partners," January 2011. (Blackboard)	Prepare case study questions on Blackboard	DUE: Individual Case Write up Follow submission instructions: Blackboard/Assignments
S 16 10/23	<i>Crowdfunding</i>	Greenberg, M., Hui, J., and Gerber, E., "Crowdfunding: A Resource Exchange Perspective," CHI 2013 Proceedings, August 2013, pp. 883-888. (Blackboard) http://techcrunch.com/2013/07/14/why-pens-are-popular-on-kickstarter-and-what-it-means-for-crowdfunders/ http://kickstarterpens.com/	Select a crowdfunding site (e.g., Kickstarter.com; indiegogo.com). Compare two proposals in terms of types of pitches (e.g., use of audio visuals, kinds of storytelling), different types of innovations (e.g., a disruptive new product or an incremental improvement), length of the product story, targeted total budget, number of contributors, and etc. to match these with the level of success of the projects' funding and implementation.	

S#/ Date	Topic	Readings (be completed before class)	Assignment (be prepared to discuss in class; NO POSTING on BLACKBOARD)	Written Assignment DUE (post on BLACKBOARD or www.OPENIDEO.com)
INNOVATION CONTROL AND GOVERNANCE (structures, processes, key roles, culture)				
S17 10/28	<i>Disruptive Technologies I</i>	Bower, J.L., and Christensen, C.M., "Disruptive Technologies: Catching the Wave," Harvard Business Review, Jan-February 1995, pp. 43-53. (Blackboard)	Prepare questions on Blackboard	
S18 10/30	<i>Organizing for Disruptive Technologies</i>	O'Reilly III, C.A., and Tushman, M.L., "The Ambidextrous Organization," Harvard Business Review, April 2004, pp 74-81. (Blackboard)	Prepare questions on Blackboard	
S19 11/ 4	<i>Disruptive Technologies II</i>	Case: Netflix #9-607-138 (Harvard Packet)	Prepare Case study questions on Blackboard	DUE: Individual Case Write up Follow submission instructions: Blackboard/Assignments
S20 11/6	<i>Building Innovation Capabilities</i>	Westerman, G., and Gundersen, K., "Build Innovative Capability Through an Innovation Team," Center for Information Systems Research, Sloan School of Management, June 2009, pp. 1-3. (Blackboard) Amabile, T.M., and Khaire, M., "Creativity and the Role of the Leader," Harvard Business Review, October 2008, pp. 100-109. (Blackboard)	Prepare questions on Blackboard	DUE: Progress Report on Group Project Follow submission instructions: Blackboard/Assignments
S/21 11/11	<i>Leading Virtually</i>	Mitchell, A., "Interventions for Effectively Leading in a Virtual Setting," Business Horizons, 2012, pp. 431-439. (Blackboard)	In class exercise	

S#/Date	Topic	Readings (be completed before class)	Assignment (be prepared to discuss in class; NO POSTING on BLACKBOARD)	Written Assignment DUE (post on BLACKBOARD or www.OPENIDEO.com)
S22 11/13	<i>Leading Innovation I Guest: TBA</i>	Kim, W.C., and Mauborgne, R., "Tipping Point leadership," Harvard Business Review, April 2003, pp. 60-69. (Blackboard)	Prepare questions on Blackboard	DUE: Post at least two ideas on www.OpenIDEO.com by November 15
S23 11/18	<i>Leading Innovation II</i>	Case: BP's Office of the CTO (Harvard Packet)	Prepare Case study questions on Blackboard	DUE: Individual Case Write up Follow submission instructions: Blackboard/Assignments
S24 11/20	<i>Appropriating Value from Innovation</i>	Alexy, O., Criscuolo, P., and Salter, A., "Does IP Strategy have to Cripple Open Innovation," MIT Sloan Management Review, Fall 2009, pp.71-77 (Blackboard)	Prepare questions on Blackboard	
S25 11/25	<i>Appropriating Value</i>	Open source and Microsoft (Blackboard) Phipps, S., "The Real Reason behind Microsoft's Leap into Open Source," InfoWorld, April 2012. Jackson, J., "Microsoft to Run Linux on Azure," PCWorld.com, June 2012. Metz, C., "Meet Bill Gates, the Man Who Changed Open Source Software," Wired, January 2012. Proffitt, B., "How will Open Source React to Microsoft?" ITWorld.com, April 2012.	Prepare questions on Blackboard	

S#/ Date	Topic	Readings (be completed before class)	Assignment (be prepared to discuss in class; NO POSTING on BLACKBOARD)	Written Assignment DUE (post on BLACKBOARD or www.OPENIDEO.com)
S 26 11/27	NO CLASS		Prepare your Group Project Presentations	
S 27 12/2	<i>Group Project Presentation</i>			DUE: Group Project Presentations for Teams Presenting on Dec 2nd Follow submission instructions: Blackboard/Assignments
S28 12/4	<i>Group Project presentation</i>			DUE: Group Project Presentations for Teams Presenting on Dec. 4th Follow submission instructions: Blackboard/Assignments
12/10				Due: Individual Project Report on www.OpenIDEO.com

Additional Class Policies:

Final letter grades: Weighted average of the grade components will be used in assigning final letter grades. If the class average turns out to be 90 or above, the following table will be used in converting weighted grade averages to final letter grades.

94-100 A; 89-93 A-; 85-88 B+; 80-84 B; 75-79 B-; 70-74 C+; 65-69 C; 60-64 C-;

55-59 D+; 50-54 D; 45-49 D-; 00-44 F

McCombs Classroom Professionalism Policy

I will be on time. I expect you all arrive on time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.

Students minimize unscheduled personal breaks. The learning environment improves when disruptions are limited.

Students are fully prepared for each class. Much of the learning takes place during classroom discussions. 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, as well.

Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

Laptops are closed and put away unless you are instructed to take notes and look up for information. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice.

Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Make-up and Drop Policy. This course does not permit make-ups except for documented medical emergencies. If the University policies allow, a student may withdraw/drop the course within the timeframes set by the University. Students who drop the course after the official withdraw/drop timeframe will receive a grade based on what they have earned in the course at that point in time.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on

scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.