



University of British Columbia
Sauder School of Business

COMM 383 – 3.0 credits
Innovation Leadership
Sep. 7 – Dec. 7, 2021 – Mondays and Wednesdays 8:30am-10:00am
Class Website: <https://marcdavidseidel.com/c383>

INSTRUCTOR	OFFICE	TELEPHONE	EMAIL
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INTRODUCTION

Using MBA style pedagogy, I will introduce you to frameworks from the social sciences that are useful for understanding organizational innovation processes and teach you how to apply these frameworks to particular situations. This course is designed to sharpen your ability to diagnose and solve a broad range of organizational innovation challenges from the perspective of an innovation leader. The lessons of the course have direct relevance to leading a start-up, leading innovation efforts in more established organizations, creating innovation ecosystems, and creating positive changes in society through innovation.

You are expected to show a high level of commitment to preparing for class each day. You should expect to come to class and be pushed to think actively. I do not believe in passive learning. This means that information will not be packaged into lectures for you to memorize. Readings and suggested review readings and questions are provided to give grounding for each day's discussion. You should come to class ready to absorb lessons from the examples we will discuss. Many class meetings will be organized around active interactive case or interview analyses. Failure to prepare adequately for the cases and interviews will jeopardize your ability to learn in this course. If you put in the appropriately high level of effort I assure you this will be a course you will not forget.

By design, the composition of students in the class comes from a variety of disciplinary backgrounds. This course builds upon theories some of you may have learned in previous courses, and some of you have not. As such, you will be encouraged to re-review various theories as appropriate for our daily discussions. Do not worry if a particular theory or topic is suggested to review that you have not dealt with previously – some of your classmates likely have and some have not. In fact, if you are not familiar with a particular theory there is a good chance you will have a unique theoretical perspective from your own past courses, readings and experiences to draw upon and integrate to make the discussions even stronger. Please share your own unique experiences as appropriate to help others learn from them. The case analyses and interview discussions will take your level of theoretical understanding to a new level through

applications that integrate across multiple disciplinary backgrounds to solve real innovation challenges.

ASSIGNMENTS: READINGS AND REVIEW

You will be working primarily from electronic library materials and some additional cases not available via the UBC Library. Since the readings will form the basis of many daily discussions, it is crucial that you read the material BEFORE class sessions so that you can contribute thoughtfully to the class discussions and exercises. Be sure to thoroughly prepare to determine how the theories you review apply to the daily questions at hand.

I STRONGLY encourage you to prepare the case readings and preparation questions with a study group – ideally one that is composed of students who have different disciplinary backgrounds. In my past courses, students that have prepared case readings with others who have different perspectives in advance of the class have been much stronger contributors than those that did not.

A detailed day-by-day schedule of cases, review readings, interviews and assignments is below. It is essential that you prepare prior to class meetings in the manner indicated by the syllabus. It is your responsibility to note these assignments ahead of time.

Required Readings

LIB: Materials available electronically through the UBC Library Electronic Resources. Clickable links are on the [course webpage](#). These readings are free of additional charges to UBC students.

PAC: These copyrighted cases are unfortunately not available through UBC Library Electronic Resources. You can either secure them directly from the individual publishers (Stanford, Harvard, and Ivey), or for your convenience there is a single electronic package containing all of these required case readings available for \$46.15 CAD via Ivey. A link to the Ivey package is on the [course webpage](#).

Please download all readings well in advance so that any downtime on the UBC or Ivey systems does not interfere with your ability to prepare for class. Remember it is not legal to copy or re-distribute copyrighted materials without permission.

GRADING

- **Mismatch pitch presentation – 5%**
- **Group ecosystem innovation project – 35%**
- **Innovation experiences from the field – 25%**
- **Active Learning – 25%**
- **Class Participation Feedback – 10%**

Detailed instructions for each graded component are at the end of the syllabus. Please be sure to carefully follow the instructions and get all deadlines onto your calendar now.

Group Structure and Rewards

Each group is free to structure itself as it wishes. Members will share equally in the rewards, which will be a grade assigned to the group ecosystem innovation project and innovation experiences from the field interviews. It is the group's responsibility to work with its members to assure that everyone is contributing adequately. If, despite the group's efforts, there are clearly non-contributing members who should not share equally in the rewards, the group should be prepared to document for the instructor and the alleged non-contributing member, the specific instances of the problem and its efforts to deal with the member. If necessary, this documentation should be submitted via e-mail to seidel@mail.ubc.ca by Day 26 at 3pm. A group member deemed to have not contributed will have some or all group grade points reallocated to other group members. Be a good group member to avoid this happening.

Policy Regarding Re-reads of All Graded Coursework

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work to seidel@mail.ubc.ca. If you request a re-read, it will be read from scratch and your grade may go up or down. Each grade component is considered final one week after given to the class and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing. I am happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final if you have not already had the work re-read.

COURSE EXPECTATIONS

By enrolling in this course, you acknowledge that you recognize the commitment required on your part to create a positive learning environment for both your classmates and yourself. This commitment entails a significant amount of effort including, but not limited to, the following:

- 1) You will prepare extensively for class each day and come prepared to be pushed to think actively regarding the subject matter.
- 2) You understand that you are expected to have read and digested the readings prior to each class. You recognize that these readings will be used as the building blocks of our interactive class discussion and will not be reviewed fully for basic content during class.
- 3) You recognize that in a case analysis and field interview based class coming to class without having read the case in detail and conducting assigned field interviews prior to class is equivalent to missing class.
- 4) You recognize that coming to class unprepared detracts from the quality of the class discussion for the entire class and that your actions have direct impact on others.
- 5) You recognize that frequent non-quality participation detracts from the learning environment and will share airtime with your classmates.
- 6) You are expected to be respectful of others at all times by being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC community members equally and understanding diversity.
- 7) You recognize the diversity that you and other classmates bring to the classroom should be viewed as a resource, benefit, and source of strength for everyone's joint learning experience.
- 8) When you have the time, please come up to 15 minutes early to class so you can casually interact with your classmates before we get started with the formal class.
- 9) You have read the complete syllabus and fully understand the deadlines and requirements for the course.

TECHNOLOGY EXPECTATIONS

- 1) You will confirm your official e-mail listed as your preferred e-mail on the SSC can reach you with important class messages.
- 2) Sessions are all planned currently to be in-person. In the event any sessions are moved online, you will:
 - a. use the display name function in Zoom each class to assist the members of the class and the instructor in knowing what you like to be called.
 - b. access the live interactive Zoom sessions from an environment with minimal background noise and a minimum 3MBP connection, a webcam with video on at all times, a microphone that you mute as appropriate, and headphones/earbuds.
 - c. not share the class Zoom link or invite others to the sessions without the instructor's permission.
 - d. verify that your Zoom application is capable of using the breakout room function. Most major platforms should work. Zoom provides details here: <https://support.zoom.us/hc/en-us/articles/115005769646>
 - e. fully test your technology setup and familiarize yourself with the Zoom platform prior to the first day of any online classes.
- 3) You will not copy, film, or in any way record or redistribute any video, audio or other course content without the instructor's permission.
- 4) You will help other students in the class to the best of your ability with any challenges they may experience.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

During the pandemic, the shift to online learning greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. In the event that any classes move online, if you are abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3.33.86.0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing attending an online session or accessing materials with manifest risks, until you are back on campus. Also please reach out to your academic advisor to find appropriate accommodations as necessary. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COURSE SCHEDULE

Sep. 6 NO CLASS: Getting Ready to Get Started

Assignment

- Class starts on Sep. 8th, but for now please complete the “Getting to Know You” survey by 8am, using the link on the [course webpage](#).
- Review the syllabus and get all the dates onto your personal calendar.

Day 1 – Sep. 8 First Day of Class: Getting to Know Each Other

Assignment:

- Ensure you have access to both [LIB](#) and [PAC](#) readings.
- By the end of class today, find some classmates you can prepare with for next class.
- After class today (by 8pm), complete the contact info form available on the [course webpage](#). The e-mail address you provide will be used to provide your personal submission link for your Day 3 assignment. So be sure it is an address you have regular access to.

Day 2 – Sep. 13 Innovating in an Established Company

Required Reading:

LIB: Carroll and Hannan “Focus on Industry: The Organizational Lens”

LIB: Carroll and Hannan “An Introduction to Organizational Ecology”

LIB: Carroll and Hannan “Concluding Notes”

Case:

PAC: The Philips Group: 1987 (Harvard Case 9-388-050)

Preparation Questions:

- What are the key opportunities and problems that Cor van der Klugt should address?
- Evaluate the actions that he has taken.
- Why did van der Klugt make so many changes?
- What specific actions should van der Klugt take as of June 1987? (For each major initiative, consider the likely organizational resistance, risks, timing and priority).

Optional Review Readings:

Any previous course materials on organizational change, organizational structure, strategy implementation, psychological barriers to change, politics of change, and rationality

Day 3 – Sep. 15 Innovation Opportunities

Assignment:

- Submit your mismatch pitch and pick your presentation slot by Sep. 14th by 8am (1 day before class) via the link provided in your e-mail. Please be sure it is a single page in PDF format and contains your name both in the file and filename.
- Each student will present their pitch for 45 seconds maximum (see detailed instructions)

- Project teams will be determined by the conclusion of this session
- Preliminary group membership e-mail due by 4:30pm (see detailed instructions)
- Note: You will complete the Day 5 assignment with this preliminary group – schedule your interview as soon as possible to ensure you have time to complete it prior to Day 5.

Required Readings:

LIB: Freeman and Engle “Models of Innovation: Startups and Mature Corporations”

LIB: O’Reilly and Tushman “Organizational Ambidexterity in Action: How Managers Explore and Exploit”

Preparation Questions:

- How can startups design themselves based upon mismatches of existing organizations?
- Can a bootstrapped startup ever effectively compete with a well established industry player?

Day 4 - Sep. 20 Open Innovation

Required Reading:

LIB: Salter, Criscuolo, and Ter Wal “Coping with Open Innovation”

Case:

LIB: GE's ecomagination Challenge: An Experiment in Open Innovation (CMR)

Preparation Questions:

- What changed in the energy sector environment in the past 10 years?
- How does the ecomagination Challenge fit into concepts of open innovation?
- Why did a large company such as GE decide to undertake the Challenge?
- What is your assessment of the results so far?
- What are the key issues facing ecomagination going forward?
- What should Comstock recommend to Immelt? Should the experiment be repeated? Should it be extended elsewhere?

Optional Review Reading:

Any previous course materials on open innovation, crowdsourcing, open source, free markets, invisible hand, group behavior, voting, and democracy

Note:

At the start of class today, you will meet with each of the three assigned classmates you will be giving feedback to on their class participation over the term, as well as the three who will be giving you feedback (a total of six classmates to meet). Be sure to secure contact details so you can provide and receive written feedback directly.

Day 5 – Sep. 22 Innovation Experiences From the Field #1

Assignment:

- Each group will present the highlights of their local innovator interview for 4 minutes maximum. Be sure to pick your preferred presentation slot using the link provided via e-mail by Sep. 21st at 8am (1 day before class). (see detailed instructions)

- Groups will have the opportunity to conduct trades of individuals after presentations are completed, and the final group membership e-mail is due by 4:30pm. Any trades must be confirmed via e-mail to the instructor by both teams before 4:30pm to be considered valid. (see detailed instructions)
- Start scheduling your interviews for Day 9 and Day 17 assignments.

Required Readings:

LIB: Hargadon and Kenney “Misguided Policy? Following Venture Capital Into Clean Technology”

LIB: Weiblen and Chesbrough “Engaging with Startups to Enhance Corporate Innovation”

Optional Review Readings:

Any previous course materials on crowdfunding, angel funding, venture capital, bootstrapping, corporate venturing, and the psychology of monetary systems

Day 6 – Sep. 27 Market Design

Required Reading:

LIB: Malhotra and Majchrzak “Managing Crowds in Innovation Challenges”

Case:

PAC: Prediction Markets at Google (Harvard Case 9-607-088)

Preparation Questions:

- How does a prediction market differ from an innovation challenge?
- Is it a good idea to encourage all employees to trade in these markets?
- Do insiders and/or highly uninformed people help or hurt the market?
- What role does project territoriality play in prediction markets?
- What types of decisions would prediction markets be most useful for?
- What is the best way to encourage participation in the market?
- What barriers are there to acceptance of prediction markets?

Optional Review Readings:

Any previous course materials on crowd behavior, market intelligence, market research, gamification, organizational learning, stock markets, and the psychology of markets

Day 7 – Sep. 29 Managing Early Growth

Case:

PAC: Azza Fahmy Jewellery: Restructuring a Successful Startup (Ivey Case W13653)

Preparation Questions:

- Why did Fahmy leave her government job?
- Is Azza Fahmy Jewellery an entrepreneurial firm? Why or why not?
- How did Fahmy deal with the male dominated business environment in jewellery manufacturing?
- Should Azza Fahmy modify the organizational structure?
- What organizational aspects, if any, should Azza Fahmy structure more formally?

- What role should chain of command play going forward for Azza Fahmy?
- How should Fahmy enact any restructuring changes you propose?

Optional Review Reading:

Any previous course materials on organizational life cycles, growth, trends, gender, structural discrimination, power, and psychology of success

Day 8 - Oct. 4 Organizational Identity

Required Reading:

LIB: Rao, H., Greve, H. R., & Davis, G. F. (2001). "Fool's gold: Social proof in the initiation and abandonment of coverage by Wall Street analysts." *Administrative Science Quarterly*, 46(3), 502-526.

LIB: Lam and Seidel (2020). "Hypergrowth Exit Mindset: Destroying Societal Wellbeing through Venture Capital Biased Social Construction of Value" *Journal of Management Inquiry*, 29(4), 471-474.

Case:

PAC: Sirtris Pharmaceuticals: Living Healthier, Longer (Harvard Case 9-808-112)

Preparation Questions:

- What is social proof?
- What role did Westphal's networks play?
- What types of social proof did Sirtris create to increase perceived value?
- Should Sirtris do the deal with the pharmaceutical company? Why or why not?
- Should Sirtris launch a SRT501 nutraceuticals business? Why or why not?
- If you were to launch a nutraceuticals business how would you do it?
- What role does maintaining an elite science based identity play in the decisions?

Optional Review Reading:

Any previous course materials on identity, elitism, venture capital, social proof, social networks, and valuation

Day 9 - Oct. 6 Innovation Experiences From the Field #2

Required Reading:

LIB: Florida, R., Mellander, C. (2016). "Rise of the Startup City: The Changing Geography of the Venture Capital Financed Innovation." *California Management Review*, 59(1), 14-38.

Assignment:

- By Oct. 5 at 8am (1 day before class), all eight project teams should submit a copy of their group innovation interview (maximum 3 page PDF) and select their preferred presentation slot using the link provided via e-mail. Each group will present the highlights of their interview for 5 minutes maximum in class. (see detailed instructions)
- Class participation feedback e-mail due by 6pm. Please be sure to follow the format provided in the detailed instructions. At some point between Day 9 and Day 11 please meet individually with your three classmates and discuss your feedback regarding their

participation. It is fine to do this electronically or in-person, however it is most comfortable for each of you.

Day 10 - Oct. 11 NO CLASS: Thanksgiving

Day 11 - Oct. 13 Ecosystem Choice

Case:

PAC: KiOR: Catalyzing Clean Energy (Harvard Case 9-809-092)

Preparation Questions:

- What is meant by an ecosystem choice?
- What role does location play in the potential success of the venture?
- Does the choice of location play a unique role for KiOR being in the emerging clean-tech industry?
- What is the biggest benefit and drawback of each location?
- How should O'Connor pitch to Khosla?
- What concerns are valid for Khosla when deciding to invest?
- Where would you recommend KiOR locate headquarters?

Optional Review Reading:

Any previous course materials on ecosystems, energy, strategic choice, start-up investing, geography, regulation, location benefits, and recruiting

Day 12 - Oct. 18 Project Update Day

Assignment:

- Each group will present the major societal challenge they have identified and their proposed change for a total of 5 minutes maximum (see detailed instructions).

Day 13 - Oct. 20 Distributed Innovation

Case:

PAC: TopCoder (A): Developing Software Through Crowdsourcing (Harvard Case 9-610-032)

Preparation Questions:

- How does management of TopCoder need to develop capabilities differently than a more traditional firm?
- As a client of TopCoder what benefits and drawbacks do you see to TopCoder's outsourcing model?
- How does coding on TopCoder differ from being a driver for Lyft or Uber?
- Do you agree or disagree that project demand will automatically create programmer supply?
- What changes would you recommend to TopCoder to enable large growth going forward?

Optional Review Reading:

Any previous course materials on software development, coding, online culture, gaming, open source, training, project management, labor supply, and gig work

Day 14 - Oct. 25 Organizational Design

Case:

PAC: Innovation at Caterpillar: The D7E Tractor (Stanford Case SM-223)

Preparation Questions:

- What aspects of the business environment had shifted since Caterpillar was founded?
- What role did the government play in the development of the project?
- Why did Caterpillar initially develop the D7E project in secrecy?
- What benefits came about by having the development initially very separate from the rest of the organization?
- What challenges did that cause?
- What would you recommend Caterpillar do to successfully spread complex innovations such as the electric drive to other product lines?

Optional Review Reading:

Any previous course materials on organizational change, industrial policy, alternative fuels, construction, agriculture, inertia, and psychological resistance

Day 15 - Oct. 27 Organizational Purpose and Decentralization

Case:

LIB: Patagonia: Driving Sustainable Innovation by Embracing Tensions (CMR)

Preparation Questions:

- What is Patagonia's mission?
- What role does the profit motive play in Patagonia's business model?
- How does Patagonia differ from many of its competitors?
- What does Rick Ridgeway mean by "decentralizing and integrating sustainability?"
- What challenges does Patagonia's decentralization create for decision making?
- What scaling challenges are they facing?
- What should Patagonia do about DWR?

Optional Review Reading:

Any previous course materials on sustainability, capitalism, decentralization, branding, ESG, environmental management, and the psychology of greening

Day 16 – Nov. 1 Market Entry Strategies

Required Reading:

LIB: Chatterjee "Simple Rules for Designing Business Models"

Case:

PAC: Tesla Motors (Harvard Case 9-714-413)

Preparation Questions:

- What aspects of the business environment for automobiles had shifted from the founding time of companies like BMW, Mercedes, Toyota, and General Motors to the time of Tesla's founding?
- What influence did the Silicon Valley innovation ecosystem have on Tesla?
- Why was Tesla able to keep design costs for the Model S lower than traditional automobile design costs?
- What are your thoughts on Tesla's entry strategy?
- How critical is Elon Musk to Tesla's prospects going forward?
- Does Tesla face bigger threats from the traditional automobile companies or future new entrants?
- What should they do about those?

Optional Review Reading:

Any previous course materials on business models, strategies of market entry, agglomeration, environmental movements, and social missions

Day 17 – Nov. 3 Innovation Experiences From the Field #3

Required Reading:

LIB: Engel "Global Clusters of Innovation: Lessons from Silicon Valley"

Assignment:

- By Nov. 2nd at 8am (1 day before class), all eight project teams should submit a copy of their group innovation interview (maximum 3 page PDF) and pick their preferred presentation slot using the link provided via e-mail. Each group will present the highlights of their interview for 5 minutes maximum. (see detailed instructions)

Day 18 - Nov. 8 Ecosystem Development & Management

Case:

LIB: Chez Panisse: Building an Open Innovation Ecosystem (CMR)

Preparation Questions:

- What is open innovation?
- What is the Chez Panisse ecosystem?
- Restaurants typically fail within 36 months of opening. Why has Chez Panisse survived since 1971?
- What are your thoughts about Chez Panisse's early reputation for intentional ignorance of financial discipline?
- What aspects of the Chez Panisse ecosystem lead to innovation?
- What aspects hinder innovation?
- What role does diversity of experience and thought play in continual innovation and performance?
- What is the biggest threat to Chez Panisse's ecosystem going forward?

Optional Review Reading:

Any previous course materials on open innovation, ecosystem management, non-monetary motivation, localism, alumni, branding, and cultural markets

Day 19 - Nov. 10 NO CLASS – Midterm break

Day 20 - Nov. 15 Introduction to Distributed Trust Ecosystems

Required Reading:

LIB: Seidel “Bitcoin is making banks nervous. Here's why”

Preparation Questions:

- What is distributed trust?
- What is the difference between Bitcoin, blockchain, and distributed trust?
- Whom do I share my private data with regularly?
- How do I get rewarded for sharing my private data?

Optional Review Reading:

Any previous course materials on trust, psychological contracts, internet history, cyberculture, distributed ledgers, federated learning, merkle trees, hashgraphs, tangles, platform co-ops, and cryptocurrency

Day 21 - Nov. 17 Distributed Trust Solutions

Assignment:

- Pick an established industry with powerful centralized organizations where society could benefit from a distributed trust solution.
- Be prepared to briefly discuss that industry and what a distributed trust solution would look like.

Day 22 – Nov. 22 Project Crowdsourcing Finalization

Assignment:

- Your first complete draft of your written group project should be completed by today so that you have ample time to do your final refinements and copy editing before the next class when it is due.
- To help you put the finishing touches on your work, come to class with two questions about how to implement your group final project that you need feedback on. These should be VERY specific questions that you will benefit from getting insight from multiple people on.

Day 23 - Nov. 24 Interpretive Data Science

Assignment:

- Your group should submit a single copy of your final write-up as a PDF file by 8am on Day 23 via the link provided by e-mail. Be sure your group name is both in the filename and at the top of the file. It should be a maximum of 15 double spaced pages (1" margins, 12 point font). Group presentation times will be drawn in class today.
- Send a copy of your final project by 6:00pm to the partners assigned to your presentation during the group presentation time draw.
- Class participation feedback e-mail due by 6:00 pm. Please be sure to follow the format instructions in the detailed instructions.
- At some point between Day 23 and Day 26 please meet individually with your three classmates and discuss your feedback regarding their participation.

Case:

LIB: Enable: This startup is using AI to give workers a "productivity score" (MIT Technology Review)

Preparation Questions:

- What problem is Enable trying to solve?
- What are other solutions to the same underlying problem?
- What types of biases might the product introduce?
- What are the tradeoffs for alternative solutions?
- How does culture factor into this all?
- Would such a solution work for students? Why/why not?
- What role does ownership of the data generated play?
- What specific recommendations would you make to ensure this works best for all stakeholders?

Optional Review Readings:

Any previous course materials on artificial intelligence, machine learning, federated learning, digital privacy, organizational structure, change, & labor markets

Day 24 - Nov. 29 Presentation Slots 1-4

Assignment:

- Project presentation slots 1, 2, 3, and 4. Each of the four projects will present for 8 minutes, with 5-7 minutes for follow-up clarification questions and feedback from the partners assigned by draw on Day 23.
- Partner slots 1, 2, 3, and 4 should pre-read the project they will be giving feedback on.

Day 25 – Dec. 1 Presentation Slots 5-8

Assignment:

- Project presentation slots 5, 6, 7, and 8. Each of the four projects will present for 8 minutes, with 5-7 minutes for follow-up clarification questions and feedback from the partners assigned by draw on Day 23.
- Partner slots 5, 6, 7, and 8 should pre-read the project they will be giving feedback on.

Day 26 – Dec. 6 Wrap-up Day

Assignment:

- Please complete the UBC course evaluation survey provided via e-mail. Your detailed written feedback will be particularly helpful in shaping the evolution of this course for future students.
- Think about what you believe to be the biggest societal challenge facing the world, and what inertial forces are hindering solutions to addressing the challenge.
- Be prepared to discuss that challenge in class.

DETAILED ASSIGNMENT INSTRUCTIONS

Mismatch pitch presentation (5 percent of course mark)

You should pick a well established organization founded at least 20 years ago, and identify what is mismatched about the organization with today's business environment. Some examples (do not use these) would include:

- Microsoft being mismatched with the current move to cloud computing
- Via Rail being mismatched with technological advances such as air travel, high speed rail, and hyperloop
- Globe and Mail being mismatched with the advances in electronic communication
- McDonalds being mismatched with current fast dining trends

Your written pitch should be a maximum of one single-spaced page in PDF format and contain the following details:

- Your full name
- Name of organization and year of founding
- What is mismatched about the organization with today's business environment?
- What inertial forces are making it difficult for your selected organization to reconfigure itself and fix the mismatch with the current business environment?

You will present your pitch to the class during the Day 3 session. Submit your pitch using the link provided to you via e-mail by 8am on Sep. 14th (1 day before your Day 3 pitch presentation).

Your pitch presentation should be limited to 45 seconds. The class will pick the top 8 mismatches to further analyze in class.

Your mismatch pitch presentation will be evaluated equally on the following criteria:

- *Mismatch* – how convincing is the description of the mismatch?
- *Inertial forces* – how well have you identified and described the major inertial forces
- *Quality of oral quick pitch*

Group ecosystem innovation project (35 percent of course mark)

You will join one of eight ecosystem innovation teams for the group project. Each team will identify a major challenge facing society and create a plan to enable a more innovative local ecosystem in the Vancouver area that can better respond to addressing the challenge. The

project requires you to develop an actionable plan to change the local innovation ecosystem in a positive way – a plan that your team could initiate and lead with the non-monetary support (endorsements, introductions, branding, space, publicity, etc. but not money) of UBC. Any monetary needs for such a plan should be generated by the plan itself. The purpose of the project is to give your group an opportunity to apply and integrate what has been learned in this course and your previous classes to create and lead a real change that helps improve the innovation ecosystem of Vancouver in a way that can help address the major societal challenge you have identified. Since you are being encouraged to think long-term, you are not required to initiate the plan during the course. But your change plan should be realistic and possible to start quickly should you or your classmates decide to do so either during or immediately following the course. In fact, I hope you do, as there are many societal challenges that need addressing and you can play a part in initiating the necessary changes in the Vancouver innovation ecosystem to make things better.

You have multiple dates you should put on your joint calendars now to effectively plan out your work this term. Please review all group deadlines as detailed below.

Your group membership list e-mail will be due by Day 3 at 4:30pm. This is the group you will complete your Day 5 interview with. It should be a single e-mail from one of your group members to seidel@mail.ubc.ca and CCed to your entire group. Please send it as an e-mail without any file attachments so the content is in the message itself. It should include:

1. Your group name
2. The names and e-mail addresses of your group members
3. The single e-mail address you would like to receive your group assignment submission links for future group assignments. This is where your group will receive a customized e-mail with a link for submitting your group assignments.
4. One paragraph describing your work plan and schedule to get the Day 5 interview completed successfully

You will have the opportunity to conduct trades of individuals with other groups after the presentations are completed on Day 5. Your group membership will be finalized by 4:30pm on Day 5. This finalized group will work together for the remaining two interviews (Day 9 and Day 17) and group project. Any trades must be confirmed via e-mail to the instructor by both groups by 4:30pm to be considered valid. If you do not submit a valid e-mail trade by 4:30pm on Day 5 your group composition is considered finalized for the rest of the term.

Your group will make a presentation on Day 12 in class. The presentation should be 5 minutes long. You will present the major societal challenge you have identified and a proposed change to the local Vancouver innovation ecosystem that would enable better innovation in the region to address the challenge. You do not yet need to present your ideas of how to achieve the change. You simply will be presenting what the ideal end-state would be after such a change was successfully implemented. This presentation is an excellent opportunity to get feedback on the general direction of your project, as well as possible ways to initiate and lead such a change. You should conclude your presentation by asking a question that your group would like to get specific feedback on to help you complete your project.

You should complete a final draft of your written project by Day 22 so that you have ample time to refine and copyedit it as your final written plan is due on Day 23. Your group should submit a single copy of your final write-up as a single PDF file by 8am on Day 23 via the link provided by e-mail. Be sure your group name is both in the filename and at the top of the file. It should be a

maximum of 15 double spaced pages (1" margins, 12 point font). You will be penalized significantly for exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However appendices which are not directly referenced in the main text will not be read. LATE WRITE-UPS WILL NOT BE ACCEPTED. By 6:00pm on Day 23 send the same PDF to the partners assigned to give you feedback by draw in class on Day 23.

Your group will make a presentation on either Day 24 or 25 in class. The presentation should be 8 minutes long. It will be followed by 5-7 minutes of clarification questions & feedback from the class. This gives you a total floor time of 15 minutes maximum. Your group will be responsible for managing your time. If you wish to have a timer, I suggest arranging with a member of another group to signal you when appropriate. Presentations will be arranged by random draw in class on Day 23. You should feel free to use any appropriate visual aids that will assist with the presentation.

Your analysis will be evaluated equally on the following criteria:

- *Change definition* - How well (i.e., thoroughly and concisely) do you describe the major societal challenge you are addressing, your definition of long-term success of the Vancouver innovation ecosystem addressing the challenge, the proposed change, the relevant parties, and the factors that are important to successfully implementing and leading the change?
- *Data gathering* - How well (i.e., thoroughly and appropriately) do you collect data to inform your change plan? This can take the form of interviews, survey questions, existing data, observations, etc.
- *Integration of course concepts* - How well do you integrate course concepts and academic literature (both from this course and previous courses) to facilitate successful implementation of your proposed change effort?
- *Extent to which implementation plan recommendations are consistent with proposed change* – Do your implementation plan recommendations match your proposed change?
- *Feasibility and specificity of plan* – Can this change plan be successfully initiated and led by a small group of students? Will it catch on and grow into a full systemic change? How specific is your implementation plan (including stages, intermediate goals, markers of success at each stage, key actors to gain support from, etc.)? Have you discussed potential barriers to change and how to overcome them?
- *Quality of writing*
- *Quality of oral presentation*

Innovation experience from the field #1 (0 percent of course mark)

You will join a group at the end of class on Day 3. With that group you will conduct an innovation experience interview, of at least 30 minutes, with someone who works in an innovation role locally someplace in the Greater Vancouver area. Your interview subject should face the challenges of innovation either in a start-up or in an innovation focused group in an established organization. Your interview should discuss your interviewee's organization, your interviewee's specific role in innovation, the innovation successes and challenges experienced, and your interviewee's perspective about the local innovation ecosystem. Your interviewee should be able to discuss the types of questions detailed below with an informed perspective.

Your group will present the highlights of your interview in class on Day 5 for a maximum of four minutes. Your group will be responsible for managing your time. If you wish to have a timer, I

suggest arranging with a member of another group to signal you when appropriate. Please be sure your interview subject is comfortable with you presenting your interview to the class. If your interviewee has any discomfort or doubts about you presenting the content of your interview to the class, please find a different person to interview.

Be sure to cover the following highlights:

1. Organization name and location
2. Title
3. Brief description of responsibilities of the role
4. Brief description of how you secured the interview
5. What aspects of the local ecosystem outside of your interviewee's organization (infrastructure, supply of talent, technology transfer, financing, accelerators, law firms, consultants, schools, networks, clubs, etc.) help enable successful innovation by your interviewee's organization?
6. What aspects of the local ecosystem outside of your interviewee's organization (infrastructure, supply of talent, technology transfer, financing, accelerators, law firms, consultants, schools, networks, clubs, etc.) hinder successful innovation by your interviewee's organization?
7. What major societal challenges does your interviewee believe could be better addressed by innovation and/or changes in the Vancouver innovation ecosystem?

Please note that while this first interview is 0 percent of your course mark, it is an opportunity to both learn from the interview and also decide on finalizing the fit of your group members in terms of skills and working styles for a substantial portion of the work you will complete this term together.

Your group will be provided an opportunity to pick your preferred presentation slot using a link provided via e-mail to your previously designated group scheduling e-mail address. Please do so by 8am on Sep. 21st (1 day before your Day 5 presentation).

Innovation experience from the field #2 (12.5 percent of course mark)

You will finalize your group membership by 4:30pm on Day 5. With that group you will conduct an innovation experience interview, of at least 30 minutes, with someone who is in an innovation ecosystem role locally someplace in the Greater Vancouver area. Your interview subject should be affiliated with an innovation ecosystem organization such as a hackerspace, makerspace, fab lab, wet lab, tool library, rapid prototyping service, innovation incubator, new venture accelerator, entrepreneurial development organization, government innovation program, coding academy, innovation consulting practice, innovation mentorship practice, innovation networking organization, innovation focused club, innovation focused law practice, innovation policy group, technology licensing office, media organization that reports on innovation, technological infrastructure provider, crowdfunding organization, angel investor group, corporate venturing program, venture capital firm, or business financing at a bank. Your interview should discuss your interviewee's organization, your interviewee's specific role in enabling innovation, examples of innovation successes and challenges your interviewee has seen, and your interviewee's perspective about the local innovation ecosystem. Your interviewee should be able to discuss the types of questions detailed below with an informed perspective.

Your group will submit a single copy of your group innovation interview (maximum 3 page PDF) and pick your preferred presentation slot by 8am on Oct. 5 (1 day before your Day 9

presentation) via the link provided by e-mail. Be sure your group name is both in the filename and at the top of the file. Your group will present the highlights of your interview in class on Day 9 for a maximum of five minutes. Your group will be responsible for managing your time. If you wish to have a timer, I suggest arranging with a member of another group to signal you when appropriate. Please be sure your interviewee is comfortable with you presenting your interview to the class. If your interviewee has any discomfort or doubts about you presenting the content of your interview to the class, please find a different person to interview.

Be sure to cover the following highlights:

1. Organization name and location
2. Title
3. Brief description of responsibilities of the role
4. Brief description of how you secured the interview
5. How does your interviewee enable innovation?
6. What aspects of the local ecosystem outside of your interviewee's organization help your interviewee better enable local innovation?
7. What aspects of the local ecosystem outside of your interviewee's organization hinder your interviewee from better enabling local innovation?
8. What major societal challenges does your interviewee believe could be better addressed by innovation and/or changes in the Vancouver innovation ecosystem?

Your interview will be evaluated equally on the following criteria:

- *Description of interviewee* – How well (i.e., thoroughly and concisely) do you describe your interviewee's role in enabling local innovation?
- *Identification of positive aspects of ecosystem* - How well (i.e., thoroughly and concisely) do you describe your interviewee's views of the positive aspects of the ecosystem?
- *Identification of societal challenges and aspects of ecosystem that could use improvement* - How well (i.e., thoroughly and concisely) do you describe your interviewee's views on major societal challenges that could be better addressed and the aspects of the ecosystem that could be improved?
- *Quality of writing*
- *Quality of oral presentation*

Innovation experience from the field #3 (12.5 percent of course mark)

With your group you will conduct an innovation experience interview, of at least 30 minutes, with someone who is outside of Canada in either an innovation ecosystem role or is an innovator familiar with a local non-Canadian innovation ecosystem. Ideally your interview subject should live in a geographic area with a concentration (agglomeration) of innovation activity.

Your group will present the highlights of your interview in class on Day 17 for a maximum of five minutes. Your group will submit a single copy of your group innovation interview (maximum 3 page PDF) and pick your preferred presentation slot by 8am on Nov. 2nd (1 day before your Day 17 presentation) via the link provided by e-mail. Be sure your group name is both in the filename and at the top of the file. Your group will be responsible for managing your presentation time. If you wish to have a timer, I suggest arranging with a member of another group to signal you when appropriate. Please be sure your interviewee is comfortable with you presenting your interview to the class. If your interviewee has any discomfort or doubts about you presenting the

content of your interview to the class, please find a different person to interview. Be sure to cover the following highlights:

1. Organization name and location
2. Title
3. Brief description of responsibilities of the role
4. Brief description of how you secured the interview
5. What does your interviewee feel is the “next big thing?”
6. What aspects of the local ecosystem outside of your interviewee’s organization are successful in increasing innovation activity locally?
7. What aspects of the local ecosystem outside of your interviewee’s organization hinder successful local innovation?
8. What major societal challenges does your interviewee believe could be better addressed by innovation and/or changes in their innovation ecosystem?
9. Does your interviewee think of Vancouver as an innovative ecosystem?
10. What are your interviewee’s perspectives of the strengths and weaknesses of the Vancouver innovation ecosystem?

Your interview will be evaluated equally on the following criteria:

- *Description of interviewee* – How well (i.e., thoroughly and concisely) do you describe your interviewee’s organization and role?
- *Identification of positive aspects of ecosystem* - How well (i.e., thoroughly and concisely) do you describe your interviewee’s views of the positive aspects of the ecosystem?
- *Identification of societal challenges and aspects of ecosystem that could use improvement* - How well (i.e., thoroughly and concisely) do you describe your interviewee’s views on major societal challenges that could be better addressed and the aspects of the ecosystem that could be improved?
- *Insights about Vancouver* – How well do you link the interview into specific actionable insights for Vancouver’s innovation ecosystem?
- *Quality of writing*
- *Quality of oral presentation*

Active learning (25 percent of course mark)

Because this course relies heavily on applications and discussions of case and interview materials, 25 percent of your grade will be determined from active learning activities. Active learning means that you take responsibility both for your learning, and helping others to learn more about the material.

A critical component of the course is spirited and informed discussion. Toward this end, you have two responsibilities, one private and one public. On the private dimension, you should familiarize yourself with the assigned material, taking care to prepare thoroughly, and to develop informed individual responses to the material. Try to figure out the connection prior to class between the readings and the rest of what has already been covered earlier in the course as well as in your previous courses and personal experiences. Readings will normally not be fully reviewed separately – you are assumed to have read and understood them. This private preparation enables you to successfully contribute to the class. On the public dimension, these ideas must be brought forward as a basis for rich class discussion. The class can then explore these ideas further in active analysis. Please keep in mind that the only measurable output of

your preparation is the public dimension. Airtime is a scarce resource so please use it wisely. Excellent participation incorporates the lessons from theories and details from the readings into the discussion.

Excellent participation also builds on what your classmates have said to move the conversation forward – not repeating what has already been said. Comments based solely on “gut reaction” generally do not add much value. Participation that does not add any value is treated the same as not participating. Frequent non-quality contributions may be penalized. Quality of contribution is rewarded – not quantity.

In the past students who have prepared cases in a study group (with at least one or two others) before class have benefited greatly from the advance preparation – particularly those groups composed of students from different disciplinary backgrounds. I **STRONGLY** encourage you to do so.

Since this is a discussion-based course, I consider attendance in every class to be very important. Non-excused absences will result in a grade penalty. If you do miss a class, it is your responsibility to find out from your classmates what material was covered, what additional assignments were made, and what materials you may have missed.

You are expected to be prepared for every class meeting. Since I frequently call on students, please let me know before the start of class if you are not prepared so that I can avoid embarrassing you inadvertently. Note, however, that this should only occur for exceptional reasons.

Class participation feedback (10 percent of course mark)

Giving feedback effectively is a large part of each organization member’s job, particularly around times of change and innovation. As such, you will be giving feedback about class participation to classmates.

You will randomly be assigned three classmates to give feedback to regarding their class participation in the course. You will be evaluated based upon the quality (constructiveness, accuracy, level of specific details, suggestions for improvement, and format) of the feedback you give. Please observe your classmates’ participation carefully to evaluate how they are performing with regards to the quality (not quantity) dimension. In class on Day 4 please have an individual meeting with each of your three assigned classmates to introduce yourselves and to discuss what your classmates’ goals and concerns are in terms of participation based on their experience with participating in previous courses.

On Day 9 (by 6pm) please e-mail the instructor your 1st round of feedback for all three assigned classmates in a single **non-attached file** e-mail. Due to the volume of e-mail this exercise generates, it is important that you follow the format **VERY** carefully to receive credit for completing this assignment. You should answer the following questions for each classmate evaluated:

- 1) Name of classmate
- 2) E-mail address of classmate
- 3) Rate the classmate's participation quality in terms of integrating theories and readings into classroom discussion effectively on a scale of 1 to 5 (1 being not at all, 5 being exceptional).

- 4) Rate the classmate's participation quality in terms of integrating comments and thoughts from other students and building upon them in classroom discussion on a scale of 1 to 5 (1 being not at all, 5 being exceptional).
- 5) Give specific examples to justify your ratings.
- 6) Complete the sentence, "What I like about the way in which you participate is..."
- 7) Complete the sentence, "What I wish you would do differently about the way in which you participate is..."

The feedback e-mail should have the subject line read as follows: "Feedback to NAME1, NAME2, and NAME3 from MYNAME" (where NAME1-NAME3 are the names of each classmate evaluated and MYNAME is your name). You should separately e-mail each individual classmate you have evaluated directly so they may read your personalized feedback.

At some point between Day 9 and Day 11 please meet individually with your three classmates and discuss your feedback regarding their participation, particularly focusing on what they hope to work on before the 2nd round of feedback.

On Day 23 (by 6pm) please e-mail the instructor your 2nd round of feedback for all three assigned classmates in a single **non-attached file** e-mail using the same format. Answer the same 7 questions, and be sure to discuss how things have changed since the 1st round of the feedback. Be sure to separately e-mail each individual classmate you have evaluated directly so they may read your 2nd round of personalized feedback.

At some point between Day 23 and Day 26 please meet individually with your three classmates and discuss your feedback regarding their participation, and how well they have addressed their goals from the 1st round of feedback.

ADDITIONAL COVID-19 CONSIDERATIONS

Mask Requirement

Following BC Health Guidance, effective August 25, 2021, masks are required in all indoor classes regardless of vaccination status. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. You will need to wear a mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. Your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc., please keep your mask on between sips.

Please see <https://covid19.ubc.ca/health-guidance-and-vaccines/> for additional guidance regarding masks, vaccinations, and testing on campus.

Seating in Class

To reduce the risk of Covid transmission, please sit as physically distanced as possible given the classroom constraints. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Self-assessment and Accommodations

If you suspect a possible Covid-19 infection, you should use the [BC Ministry of Health's self-assessment tool](#) to help determine whether further assessment or testing for COVID-19 is

recommended. Students who are required to self-isolate or quarantine must follow [BC health guidelines](#). If extenuating circumstances inhibit your ability to come to campus to complete assessments, please review your eligibility for an alternate format assessment.

If you feel unwell or have other circumstances that prevent you from attending class or completing assessments, you should send a courtesy email to notify your course instructor as soon as possible. The following should also be taken into consideration, keeping in mind that there are specific deadlines to request academic concessions:

- If you miss assessments worth less than 25% of the overall course grade, or less than two weeks of classes, you should email the instructor directly to discuss options for missed assessments or classes. Concessions in this scenario are granted by the instructor and do not need support from the Sauder Undergraduate Office or your home advising office.
- If you miss assessments worth 25% or more of the overall course grade, or two or more weeks of classes, you must request academic concession through the Sauder Undergraduate Office at <https://mybcom.sauder.ubc.ca/academic-concession>.