

**CENTRAL MICHIGAN UNIVERSITY
COURSE SYLLABUS**

I. IDENTIFYING INFORMATION

Course: MSA 677
Course Title: Disruption, Innovation, Transformation, and Change
EPN: 22368401
Term: Spring I
Location: 229 Rowe Hall
Course Dates: 1/10/2019 – 2/28/2019
Course Days and Times: Thursday, 5:30 PM – 10:20 PM
Prerequisites: None

Blackboard:

Blackboard is a web-based learning management system licensed by Central Michigan University (CMU). Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at <https://blackboard.cmich.edu/webapps/login/>.

Instructor: Richard L. Hayes

Primary Phone Number: (989) 774-6525
Secondary Phone Number: N/A
E-Mail Address: hayes1rl@cmich.edu
Availability: One hour before class (Rowe 225)
Academic Biography:

Dr. Richard L. Hayes has over 35 years' experience in all facets of research, system theory, personnel management, building technology, architecture and the construction industry. For the American Institute of Architects in Washington DC he was Director of Knowledge Resources where he developed, directed, and identified emerging topics in the profession of architecture. For 14 years Dr. Hayes ran the AIA's Research for Practice Program that included the Upjohn Research Initiative. Major projects included The Architect's Handbook of Professional Practice 15th edition (the industry standard for firm management), Architectural Graphic Standards 12th edition as well as overseeing the AIA's Architect's Knowledge Resource Program.

His past professional work experience also includes being with the Center for Public Buildings of The Georgia Institute of Technology on assignment to the Naval Facilities Engineering Command Headquarters serving as their Chief Historic Architect. He has also been the Director of an Architecture Department for a private sector firm and a Research Architect for the US Army Corp of Engineers Construction Engineering Research Laboratory of Champaign, Illinois.

Dr. Hayes' professional registration includes architectural licenses in Michigan, Wisconsin, Georgia, Virginia and a NCARB Certificate. Georgia Tech awarded his Ph.D. focusing on architectural theory in 1995. He was a Certified Association Executive (CAE), 2005 – 2017 [American Society of Association Executives (ASAE)]. Note: Certificate let lapse due to no longer being in association management. In 2014 he became a Project Management Professional (PMP). Since 2003 he has taught for CMU's Global Campus, and in 2016 joined the main campus faculty. Class assignments include MSA core classes (research methods, strategic planning, and multiculturalism), other MSA courses, and IET courses in the Engineering Management concentration as well as production planning, technology and the environment.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Textbooks and Course Materials:

Title: Disrupt: Think the Unthinkable to Spark Transformation in Your Business

Author: Luke Williams

Edition: 2nd (2016)

ISBN: 978-0-13-399590-9

Publisher: Pearson, Old Tappan New Jersey

Required: Yes

Title: The Clayton M. Christensen Reader

Author: Christensen M. Clayton

Edition: 1st (2016)

ISBN: 978-1-63369-099-8

Publisher: Harvard Business Review Press, Boston Massachusetts

Required: Yes

III. COURSE DESCRIPTION

A framework for leading creativity and change in complex organizations by diagnosing potential innovation failures and developing strategies that foster a culture of organizational innovation. This course may be offered in an online format.

IV. COURSE GOALS AND OBJECTIVES

Upon successfully completing this course, the student will be able to:

1. Define the innovation process and identify ways in which organizations can innovate.
2. Construct the steps of the innovation process & mechanisms for directing/controlling processes.
3. Incorporate design thinking into the analysis of business situations.
4. Apply innovation methodology to a real-world business situation.
5. Demonstrate how to build and lead a disruptive innovation team.
6. Define a disruptive opportunity and design a disruptive solution.
7. Predict the effects of the organizational context on innovation and change.
8. Differentiate and evaluate leadership approaches for managing creativity effectively to create an administrative culture that fosters innovation.
9. Design specific methodologies for spurring innovation within established organizations.
10. Critique the influence of problem solving techniques, team processes, and environmental conditions on creativity in organizations.

V. METHODOLOGY

This course is taught through a mix of discussion, lecture, and individual assignment. All materials, except the textbook, are available on the Blackboard course site.

Course responsibilities are organized around (1) lectures/chats, (2) readings, (3) management considerations in Disruption, Innovation, Transformation, and Change (4) engagement, (5) writing weekly along with an individual case study paper, and (6) taking a final examination.

The content is designed to provide a broad and comprehensive understanding of how disruption, innovation, transformation, and change are managed. This course will be useful for many of your core and concentration classes. Emphasis is on overall management process and includes a variety of diverse topics including: disruption, innovation, transformation, and change.

You will also learn how to use the APA style in your writing.

Students must be actively involved throughout the entire class in order to successfully complete course requirements. Assignments require that you read text chapters, prepare materials based upon the readings, participate in discussion, and develop a case study relevant to your concentration along with submitting work for instructor review at designated times throughout the course.

Please note that the course textbook is used extensively.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

Review Syllabus

Run Blackboard system check

Send the instructor an image of a Disruption, Innovation, or Transformation prior to the first class.

Course Outline & Assignment Due Dates:

A week starts on Monday and ends on Sunday 11:59 p.m. U.S. Eastern Time in this course. Most assignments/tasks are due by the end of the assigned week unless otherwise specified or announced.

NOTE: The exception to the class schedule is week 8 when the class ends on Friday at 11:59 PM

Week	Topic	Reading (Due for that weeks' class)	Assignments (Due end of each week)	Project Case Study	Engagement
0	Pre-class	Run Blackboard System Check. Syllabus Review. Read the textbook: Preface page x, Intro page 1, Acknowledgements page 239, About the Author page 242.	Run Blackboard System Check		

1	The Hypotheses, the Opportunity, and the Ideas	Chapter 1 pages 19 - 38	Assignment 1 From "Taking Action"	Select Project/ Organization	Session 1 in class activities
2	Discovering a Disruptive Opportunity	Chapter 2 pages 41 - 77	Assignment 2 From "Taking Action"	Begin work on Case Study	Session 2 in class activities
3	Generating a Disruptive Idea	Chapter 3 pages 79 - 105	Assignment 3 From "Taking Action"		Session 3 in class activities
4	Shaping a Disruptive Solution	Chapter 4 pages 109 - 141	Assignment 4 From "Taking Action"		Session 4 in class activities
5	Making a Disruptive Pitch	Chapter 5 pages 143 – 170 Quick Reference Guide pages 173 - 182	Assignment 5 From "Taking Action"		Session 5 in class activities
6	The Disruptive Leader's Motivation	Chapter 6 pages 185 - 198	Assignment 6 From "Reader"		Session 6 in class activities
7	The Disruptive Leader's Mindset	Chapter 7 pages 201 - 225	Assignment 7 From "Reader"	Case Study due 11:59 PM Sunday	Session 7 in class activities
8	Conclusion	Epilogue - An Instinct for Change, pages 227 – 228	Take Exam – due Friday 11:59 PM		Session 8 in class activities

Post-Class Assignment: Curate your work

Student Involvement Hours:

Please anticipate approximately 2 hours of preparation (Week 0) prior to the official start of class. You are expected to participate in the course via blackboard, email exchanges or other communication where appropriate. Participation is with the instructor and other class members centering on reading assigned material(s), being engaged in all course sessions no matter the delivery medium as well as completing deliverables (items to be evaluated) in a timely fashion.

Students are expected to effectively maintain email communication and check the Course Website at levels that ensure timely awareness of courses requirements and expectations - no exceptions. Please anticipate approximately 2 hours of preparation time for each class session.

In addition, work on the Case Study should take about 10-15 hours to complete.

See Section "VIII. EXPECTATIONS Attendance and Participation" for more information.

VII. CRITERIA FOR EVALUATION (Evaluation Criteria on Course Deliverables):

Assignments (Assignments 1 – 5 Taking Action from “Disrupt,” Assignments 6 & 7 from “Reader”):

Taking Action – Taking Action chapters 1 – 5, occur at the end of these chapters. You are to craft a system/product relevant to your CMU concentration that will be refined/developed over the course of those 5 chapters. The system/product to be detailed will come from you. Taking Action assignment for Chapter 4 will take creativity on your part. Each of these five assignments will be graded separately. However when you Archive/Curate your work, you may want to combine the assignments into one document as a representation of your academic work.

Reader – From the “Christensen Reader” you will be assigned one essay to be reviewed. Each essay requires a set of questions to be answered. All questions for essay must be answered. Each answer will be evaluated on completeness as well as on proper use of grammar. Each analysis will include five main areas:

- 1) APA (American Psychological Association) Citation for Source
- 2) Clear identification of the main point(s) of the essay
- 3) Abstract summary of the essay in APA format
- 4) Include at least one direct quote from the essay
- 5) Explanation of why or how this article is used to support “Disruptive Innovation”

Engagement for Face-to-Face Classes:

In class activities - Engagement grade will be based on the Instructor’s assessment of the quality of the student’s constructive contributions to the learning experiences of all course participants. Participation will be evaluated on the basis of (1) the regularity of the students’ participation, (2) whether the students take the leading roles in certain discussions, (3) asking reading-informed questions about course subject matter, and (4) in a group, whether the students play roles of leaders and followers well.

Exam:

One exam is given during the course. The exam will be evaluated based on accuracy, precision, and the final exam is cumulative.

Paper (Case Study addressing Innovation in a company/organization or a product):

All papers are to follow American Psychological Association (APA) format and the student must keep a copy for their records. Written and constructed to graduate level use of language (includes grammar), the paper should demonstrate recognition and formulation of an investigative case study dealing with a subject matter relevant to the student’s CMU concentration and innovation in an organization. This paper will include speculation on relevant documents, stakeholder identification, project management methods, and other relevant aspects that have been discussed in the class.

The paper is an applied activity that requires students to apply what they have learned in class to a real-world company or project. A bibliography should be provided and contain non-internet citations. Minimum of 10 pages required (page count does not include front or back matter). Demonstrates control of syntax, grammar, coherence -- with focused paragraphs connected with transitions.

These companies/organizations or products should have aspects of disruption. There are several different lens that could be used in terms of sphere of influence:

- Individual
- Team Level
- Company Level
- Industry Level
- Country Level

NOTE: Beside the criteria listed below, reference section IV. COURSE GOALS AND OBJECTIVES above for other topics/subjects to include in the paper.

Specific Criteria are as follows:

- 1) Front Matter:
 - a) Cover Sheet/Title Page to APA/CMU format: Includes Title, Student's Name, Course Name/Designation, University Name, Instructor Name, Date of Submission.
 - b) Table of Contents

- 2) Chapter/Section1: Introduction of the Project and Setting
Delineates the setting, articulates the challenge, Stakeholders, problem and purpose/objective of the company or project.

- 3) Chapter/Section 2: Relevant Documents
Utilizes and synthesizes current, relevant, as well as credible documents sufficient in number to create the context for the project, i.e. literature review. Be sure to include the course textbooks.

- 4) Chapter/Section 3: Methods
Distinguishes the innovation and techniques used in implementation and clearly identifies what management approaches were needed to modify company operations or conduct the project.

- 5) Chapter/Section 4: Analysis
Explains in detail the pros and cons of the methods used.

- 6) Chapter/Section 5: Conclusion
Includes a summary of the management aspects, communications and stakeholder approaches.

- 7) Back Matter (Appendix)
 - a) Bibliography (References) - reflects APA style, includes references cited in text
 - b) Stakeholder Registry

Grading Scale for Assessments Face-to-Face:

Assignments 7@50 points each	350
In class engagement activities (10 points each session, 20 points overall)	100
Exam: 1 (4 questions @ 35 points each)	140
<u>Paper: Company or Product Case Study</u>	<u>410</u>
TOTAL:	1000

Grading Scale for all Assessments:

A	94-100%, 940 to 1,000 points
A-	90-93.9%, 900 to 939 points
B+	88-89.9%, 880 to 899 points
B	82-87.9%, 820 to 879 points
B-	80-81%, 800 to 819 points
C+	78-79%, 780 to 799 points
C	72-77%, 720 to 779 points
E	< 72%, 719 or below

NOTE: CMU does not employ C- or D grades

NOTE: The Incomplete (I) is a temporary grade used in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. An (I) Incomplete is assigned in cases in which the student has completed satisfactorily the major portion (50%) of the course requirements and has the ability to complete the remaining work without re-registering for the course. Further information on (I) Incompletes can be found in the current CMU Bulletin.

Late Assignments (LATE WORK POLICY):

Will be penalized by one grade, (i.e. a B becomes B-) for each day the assignment is late. No assignments will be accepted after seven days. You are responsible for ensuring assignments are submitted on time and that your submission is received. Assignment submission is via the Assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work into one-word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission. Exams must be taken within the schedule identified above. Scores will be posted on the website under Gradebook--if a score is missing or entered incorrectly let me know. You should review your grades at least once a week.

Make-ups and Rewrites:

All due consideration will be given to working students. NO make-up is available for missed assignments. Late assignment will be reviewed on a time available bases. Documents submitted that do not conform to graduate-level work will be returned with comments pointing out deficiencies.

VIII. EXPECTATIONS**Attendance and Participation:**

You are expected to participate in the course with me and classmates by reading assigned material(s), supplying comments during discussions in a timely fashion. Students are expected to effectively maintain email communication and check the Course Website at levels that ensure timely awareness of courses requirements and expectations - no exceptions.

- Lively discussions make for lively learning. It is expected that students will demonstrate mutual respect to one another during discussions. Given the passion that surrounds certain administrative issues, care should be taken to stay to the point at hand. Under no circumstances will personal demeaning discourse be acceptable.

- Be aware of and adhere to the course schedule, assignments, readings, group activities and related requirements as outlined above.
- Complete all assignments, quizzes, and examinations on time. Unless noted, deadline for all work is midnight Sunday on the week due and all assignments are to be submitted through Blackboard -- not by email.
- Check Blackboard and emails on a daily basis and grades on a weekly basis.
- Contact the instructor via e-mail if there are any questions if there is a concern that cannot wait. Phone meetings can be arranged as required.
- Expect many different instructional methodologies, including technology-based instruction, online discussion forums and presentations, chat sessions, video lectures, and web-based resource access.
- Be familiar with the current software protocols for interactive online activities.

Netiquette:

This is the communication courtesy code. All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. Respect each other in all exchanges.

Following are a few tips for appropriate communications and “etiquette.”

- 1) Use a descriptive subject line that reflects the topic.
- 2) Use your name in all correspondence.
- 3) Avoid abbreviations.
- 4) Use spell check before posting comments.
- 5) Use a positive and scholastically cheerful tone.
- 6) Use upper and lower case letters. All uppercase means you are shouting.
- 7) Write in short paragraphs; this makes things easier for the readers.
- 8) Understand that inappropriate communications will result in a lower overall grade.

Instructor Responsibilities and Expectations:

As your instructor, I will serve as your educational guide, learning partner and industry resource. My goal is to help students succeed and my expectation is that mutual respect, responsibility and proactive communications are important. Throughout this course, I encourage student questions, resource sharing and course feedback.

Students can expect the following of this instructor:

- 1) Instructor contact information is listed in the course syllabus. You may contact me anytime by email. If a conversation is needed, please note availability and a phone meeting will be arranged at a mutually agreed upon time.
- 2) I will respond to emails within 24 hours on Mondays through Fridays and within 36 hours on the weekend unless there are situations beyond my control, e.g. loss of electrical power.
- 3) Evaluations will be conducted and grades will be posted in a timely manner. All grades will be posted in Blackboard. Feedback and progress notes will be provided on Blackboard with the assignments and/or email as needed.
- 4) Evaluations will be completed for individual assignments within three business days of the deadline unless there are situations beyond my control, e.g. loss of electrical power.
- 5) For on-line classes discussion questions (i.e. discussion board) will be evaluated at the end of each week for that week’s topic questions. Discussion board grades will be posted by the

following Tuesday. Evaluation will be based on the discussion board guidelines and rubric listed above.

- 6) For on-line classes chat participation will be evaluated and posted within 24 hours of each week's chat session. Students are required to participate in four chat sessions.
- 7) For Face-to-Face courses engagement grades will be posted at the beginning of the following week.
- 8) All announcements, including updates, will be posted in the announcement section of Blackboard. All course materials, task lists, updates, supplemental readings, assignments and related resources will be posted on Blackboard.

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (<https://bulletins.cmich.edu/>).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at <https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Library Services

CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at <https://www.cmich.edu/library/Pages/default.aspx> for more information.

Writing Center

The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit <https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx>.

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit <https://www.cmich.edu/colleges/cst/math/Pages/Mathematics-Assistance-Center.aspx>.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

VRC (Veterans Resource Center)

The VRC serves CMU students who are:

- Veterans
- Active Military (including National Guard and Reserve)
- Spouses and dependents of Veterans and Active Military

The VRC Staff helps students:

- Get the most out of their CMU experience;
- Access educational benefits, including those applicable to spouses and dependents
- Build academic and social networks; and
- Successfully make the transition from military environments to our centers across the U.S., our main campus, or online learning

Veterans' Resource Center Contacts -

Phone: (989) 774-7991

Email: veterans@cmich.edu

Note: If you care to speak with Dr. Hayes privately please feel free to do so.

X. BIBLIOGRAPHY

References will be posted in the Blackboard Course Shell.

