

Unleashing and Sustaining Innovation

Jonathan Feffer

Spring Semester 2021

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Out of Class Availability: Contact by email FefferOffice@gmail.com

Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)

Unleashing and Sustaining Innovation takes a hands-on organizational behavior approach to innovation in organizations. It focuses on both the barriers and enablers that constrain or facilitate innovation, creative thinking skills, trend forecasting, and collaboration. It does so while giving students the opportunity to practice them on real organizational problems throughout the course, starting on day one. This course enables students to identify - and practice - ways of lifting barriers to unleash innovation and then sustain it through individual and team effort.

Participants will learn about the antecedents to individual and group creativity, how to construct and manage innovation teams, how to identify innovation constraints in organizational and team cultures, and how to implement new and useful ideas across the organization. Learning is both theoretical and experiential – whatever we learn, we will also implement!

Course Requirements and Expectations

I expect students to own their learning. This means to:

- Know what interests you about innovation management
- Be good team players and know what you want to get out of the course.
- Be motivated and prepared to invest time and effort in a joint learning experience.

Learning Outcomes

The course is designed to help you answer the following questions:

- Why innovate? What is innovation and when is it useful?
- What are the conditions for successful innovation?
- What causes innovations to fail?
- How to construct an effective innovation strategy?
- How can I increase my creativity and that of my colleagues'?
- How should an innovative team be managed?
- How do I get my ideas implemented?

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- How to address resistance to change?

Evaluation Criteria

- Midterm %40
- Final %40
- Participation %20
- Bonus 5 points

Midterm

- An 8-minute presentation covering 2 emerging technologies that are poised to make a broad and substantial impact across several industries (e.g. 5G, driverless cars, automation, quantum computing, AI, gene editing, electric cars, and more).
- Structure
 - What - Basic description:
 - Behaviour: What is this tech? What does it do? How does it do it?
 - Creative destruction: What value does it create/need it addresses? What does it destroy/devalue? What is its immediate impact and uses?
 - Maturity: Expected timeline of development and market deployment
 - So what – Influence and impact
 - Market influence:
 - What's its potential impact on existing/new products, services, and business plans?
 - Industries that are likely to be affected
 - Systems influence: Political, economic, and social impact.
 - Now what - Summary & recommendations:
 - Benefits, risks, and implications (divided by probable - 75, plausible - 50, possible - 25)
 - Recommendations
 - Sources of data, assumptions made, critical thinking*

Final

- Submit a 15-minute presentation of a full innovation strategy to a company of your choice.
- Structure
 - Who
 - Company (medium and up, 200+ employees, for-profit/non-profit/government, academia/ health)
 - What is the company: What does it sell, to whom?
 - How big is its market?
 - What
 - Forecast probable, plausible, possible and Preferable futures
 - Which tech trends will affect its industry – benefits and risks
 - Potential futures and sources of competitive advantage
 - So what
 - Strategy



- Where do we want to play: Which of these tech trends do we want to prepare for/take advantage of
- Which types of innovation do we need to do so?
- Now what
 - Organizational change
 - Which innovation structures do we need? Which do we already have?
 - Timeline for each
 - Benefits and risks (divided by probable - 75, plausible - 50, possible - 25)
 - Recommendations
 - Sources of data, assumptions made, critical thinking*

Bonus

To leverage our proximity to “Silicon Wadi” students may interview local innovation managers for bonus points. These interviews and write-ups will follow course modules.

Absence Policy

Please note the TAU International Absence Policy as outlined on the next page.

Course Schedule

Class	Topics, readings, and assignments
1	<p>Introduction: Review Course Structure, class charter, and andragogical approach</p> <p>Lecture & Discussion: What is innovation and what is creativity?</p> <p>Exercise: What is your experience with innovation? What would you like to know at the end of the course?</p> <p>Exercise: Teaming</p>
2	<p>Lecture & Discussion: Prevalent models of the innovation process Part A – Lone genius, The Lab, Agile and design thinking.</p>
3	<p>Lecture & Discussion: Prevalent models of the innovation process Part B – Diamond model, models of closed, open, and hybrid innovation. S graph of technology diffusion Creative Destruction Business Model Canvas</p> <p>Exercise: Complete business model canvas for a company of choice</p>
4	<p>Lecture & Discussion: Team Structure and Processes Part A The team innovation process model Creative Cognition, Mental Expansion, and Measuring Creativity</p> <p>BY NOW TEAMS MUST HAVE AN APPROVED COMPANY TO ANALYZE FOR FINAL PROJECT</p>



Class	Topics, readings, and assignments
5	<p>Lecture & Discussion: Team Structure and Processes Part B The team innovation process model Creative Cognition, Mental Expansion, and Measuring Creativity Exercise: Brainstorming Session (nominal technique used on team creative charter)</p>
6	<p>Lecture & Discussion: Culture and Politics Submission of team creative charter MIDTERM: Students choose midterm subjects</p>
7	<p>MIDTERM: Presentation of Analyses</p>
8	<p>Lecture & Discussion: Innovation Strategy Part A Exercise: Work on Dashboard</p>
9	<p>Lecture & Discussion: Innovation Strategy Part B Exercise: Work on Dashboard</p>
10	<p>Final Project Presentation</p>
11	<p>Final Project Presentation Possibly a Design thinking exercise</p>

Course Readings and/or Required Materials

- Amabile, T. M., & G. Pratt, M. (2016). The dynamic componential model of creativity and innovation in organizations - Making progress, making meaning. *Research in Organizational Behavior*, 36, 27. doi:10.1016/j.riob.2016.10.001
- Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of Business Research*, 67(8), 1609-1621. doi:10.1016/j.jbusres.2013.09.007
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, M. B. (2005). Affect and Creativity at Work. *Administrative Science Quarterly*, 50, 37.
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd edition ed.). USA: San Francisco, CA: Jossey-Bass.
- Schein, E. H. (1994). Innovative Cultures and Organizations. In T. J. Allen & M. M. S. Scott (Eds.), *Information technology and the corporation of the 1990s: research studies*. (pp. 22).

Harvard Business Review

- Innovation Isn't an Idea Problem, David Burkus, July 23, 2013 (<https://hbr.org/2013/07/innovation-isnt-an-idea-proble>)
- The Innovator's DNA, Jeffrey H. Dyer, Hal Gregersen, Clayton M. Christensen, December 2009

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- (<https://hbr.org/2009/12/the-innovators-dna>)
- The 4 Types of Innovation and the Problems They Solve, Greg Satell June 2017 (https://hbr.org/2017/06/the-4-types-of-innovation-and-the-problems-they-solve?referral=03759&cm_vc=rr_item_page.bottom)

Resources for midterm and final

- Global Innovation Index: <https://www.globalinnovationindex.org/Home>
- WIPO World Intellectual Property Organization: https://www.wipo.int/global_innovation_index/en/2019/
- OECD reports: <https://www.oecd.org/sti/inno/inno-stats.htm>
- Global innovation index and other data from Knoema: <https://knoema.com/atlas/sources/GII>
- IMF International Monetary Fund: <https://www.imf.org/en/Data>
- Statista
- https://research.ark-invest.com/hubfs/1_Download_Files_ARK-Invest/White_Papers/Big%20Ideas%202020-Final_011020.pdf?hsCtaTracking=78df7914-8393-4b78-b326-7dfb47024083%7C4ade617d-5fc7-4646-b699-84d7ac1213c6
- <https://www.icba.org/docs/default-source/icba/solutions-documents/knowledge-vault/innovation-speed-to-market-report>
- https://www.technologyreview.com/lists/technologies/2020/?utm_source=newsletters&utm_medium=email&utm_campaign=the_download.unpaid.engagement#digital-money
- <https://sifted.eu/articles/corporate-venture-fund-size/>
- <https://www.viima.com/blog/innovation-stats>
- Deloitte
 - <https://www2.deloitte.com/us/en/insights/focus/tech-trends.html>
 - <https://www2.deloitte.com/us/en/insights/industry/technology/technology-media-and-telecom-predictions.html>
 - https://www2.deloitte.com/il/en/pages/consumer-business/articles/Future_of_Retail-Tech_Emerging_Landscape_in_Israel_2019.html
 - https://www2.deloitte.com/il/en/pages/finance/articles/digital_trials_israeli_startups_at_the_rd_revolution.html
 - https://www2.deloitte.com/il/en/pages/finance/articles/future_of_work_tech_israeli_landscape.html
- McKinsey
 - <https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/driving-impact-at-scale-from-automation-and-ai>
- World Economic Forum
- MIT Tech Review: <https://www.technologyreview.com/lists/technologies/2020/>
- Brookings Institute
 - <https://www.brookings.edu/search/?s=innovation>
 - <https://www.brookings.edu/blog/future-development/2020/01/17/whoever-leads-in-artificial-intelligence-in-2030-will-rule-the-world-until-2100/amp/>



Instructor Biography

Jonathan is an experienced innovation strategy expert & researcher and a top leadership advisor. He simplifies innovation management to help companies identify their creativity barriers and implement a clear innovation strategy. As a scholar-practitioner he brings a unique combination of scientific research and deep practical experience into innovation consulting and innovation mentoring.

His expertise is used by such institutions as Harvard, NYU, and Israeli Special Forces, as well as C-suite executives and entrepreneurs the world over. He consults innovation managers, runs training retreats for top management and manages innovation mentoring programs in Israel and abroad. Jonathan is a frequent speaker to large and small crowds at conferences, company offsites, top universities, workshops and other special innovation projects.

TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

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In-Class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).

