IDH 3034 AESTHETICS, VALUES & AUTHORITY

U41 DISRUPTIVE INNOVATION:
Not Your Parents' World

This is a Global Learning Course that counts toward your Global Learning graduation requirement and the prestigious Excellence in Global Learning Medallion. Goglobal.fiu.edu/medallion

Spring 2019. Updated: 4/3/18 11:29 AM
Monday 1:00 – 3:45 pm
Location: PC 419

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Office Hours: after class

Teaching Assistant:
Phone:
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Overview – U41 IDH 3034

Disruptive innovation has been shaping, and will shape, our world across all economies, geographies, industries, cultures and political systems. Be prepared to step out of your comfort zone. Through active student participation in class, we will analyze Harvard Business cases on the most disruptive innovations in their fields, beginning with CITI (banking), Charles Schwab (brokerage), iPhone (communications), Netflix (movies), Pandora (music), Kindle (books), Nucor (manufacturing steel), Tesla (automotive), and ending with modern day development of pipelines, platforms and the new rules of strategy: Etsy (artisan crafts), Uber/Lyft (transportation), Airbnb (lodging), amongst others. Prof. Sampedro offers a practical and, in many cases. first-hand account of the development of these innovations. The course is capped by a project a la KICKSTARTER. The student will graduate armed with practical decision-making knowledge and confidence in understanding as well as bringing about change. *The course requires active student participation and class attendance. There are no exams in this course.*

GRADING STANDARDS/PERFORMANCE MEASURES

Grade will be determined based on review papers on readings, in-class presentations of case studies, quality of classroom participation and a course project. Students will determine the project they want to do, which will relate to a theme from the course, and will work in teams of 3 – 5 students. Grading will be on a curve. Attendance at class is expected and more than two absences will result in a lowering of one full grade in a student's final grade. Readings and cases must be read and prepared in advance of each class. There are no exams in this course.

Grading Class participation - 15% Review papers - 15% Case studies - 40% Course project - 30%

REQUIRED MATERIALS

1. THE LITTLE RED WRITING BOOK, by Brandon Royal

2. **HBS Publishing Cases Coursepack** must be downloaded by each student for a fee.

   Register with HBS at https://cb.hbsp.harvard.edu/cbmp/login

   Download Coursepack at: Spring 2019 Coursepack URL: TBA

3. Required articles, papers, videos and cases are listed in the Syllabus per the ***Assignment Schedule*** below

4. KickStarter Course project - 3 – 5 students per team

Articles/Readings/Videos

Students should express their own insight or takeaway no longer than a paragraph derived from the article. A student(s) will be chosen to present the article in class. These are to be uploaded to Blackboard no later than midnight of the Friday for that Monday's class.

Cases

Each team should prepare a summary analysis of the case **no longer than a page** derived from the case. The teams will present the cases at class. The case write ups are to be uploaded to Blackboard no later than midnight of the Friday for that Monday's class.

Project

Each team will select an industry and then create a project to identify a disruptive opportunity and propose how to commercialize it using Kickstarter. Presentation will be a video (creativity encouraged!). A 10 slide PPT may be substituted for the video. It should illustrate how industry analysis leads up to opportunity; what is the new customer value proposition; how to distribute, price and sell it. The projects will be eligible to be submitted to StartUp FIU.

ASSIGNMENTS SCHEDULE

DISRUPTIVE INNOVATION Spring 2019

Harvard Business School Publishing url: **https://cb.hbsp.harvard.edu/cbmp/login** COURSEPACK URL: TBA

Readings and cases must be read and prepared in advance of each class.

CLASS (#) **LRWB (principles)** **DATE**	**TOPIC**	**ARTICLES/READINGS/VIDEOS**	**CASE**	**KICKSTARTER PROJECT**
(1) (15) 1/7/2019	Strategy General management Competition	The Three Things That Keep Companies Growing Zook, Allen Where Have All the Leaders Gone? Ashenas From Competitive Advantage to Corporate Strategy Porter The 5 Drivers of Business Disruption in 2017 Disruptionhub.com	The Five Competitive Forces that Shape Strategy The Innovator's DNA, Dyer, Gregersen, Christensen	Set up in teams; select industry to disrupt with a project idea.
(2) (16) 1/14/19 Last day to Add/Drop	Disruptive innovation (Christensen videos)	Ten Types of Innovation, Doblin site Ten Types of Innovation Keeley Ten Types of Innovation Tim Woods blog Disruptive Innovation Explained The Explainer: Disruptive Innovation The Innovator's Dilemma	What is Strategy? Porter	Present industry and idea to the class for selection. Project must deal with *substantial problems with scalable solutions.*
1/21/2019		***Martin Luther King Jr. Day*** 🇺🇸 *Let's actively do something to honor his vision* 🙏		
(3) (17) 1/28/19	Retail banking (Citibank)	Digital Transformation of US Private Banking Cognizant Will Industry Stacks be the New Blueprint for Banking?	The New Back Office Focuses on Customer Service, Matteis	Apply the Ten Types of Innovation (Keeley) to your Industry Project: How does Customer Engagement affect your industry

(4) (18) 2/4/19	Brokerage (Charles Schwab)		Charles Schwab Corp. in 2017, Makinen, Siegel SM282-PDF-ENG	How does Service, Support and Enhancements, affect your industry
(5) (19) 2/11/19	Retailing (Amazon)	The 12 Different Ways for Companies to Innovate Sawhney, Wolcott, Arroniz http://bit.ly/Reading-DI-1026	Amazon.com (A) Jeffrey Rayport; Dickson L. Louie 897128-PDF-ENG Amazon: Success, Survival or Suicide? Jacques Horovitz; Nirmalya Kumar; Ursula HilliardIMD097-PDF-ENG	How does Distribution Channels affect your industry
(6) (20) 2/18/19	Travel (Expedia)	Expedia	Should Your Business be Less Productive? Huang, Rust	How does Brand affect your industry
(7) (P.101-109) 2/25/19	Communications (iPhone) Distribution	How a Digital Storm Will Disrupt the Parcel and Express Industry BCG,	From Hand-helds to Smart Phones - The Pioneers of Palm Inc. Anne K. Hoenen; Phillip C. Nell W11355-PDF-ENG iPhone vs. Cell Phone David B. Yoffie; Michael Slind 708451-PDF-ENG	How does Structure, the alignment of resources, apply to your industry
(8) (P110-118) 3/4/19	Movies/ Netflix	How Telecoms Can Become Video's Next Big Star? BCG, Dahlke, Hardarson On-line DVD Rental NETFLIX NETFLIX Case Study on SlideShare.net	Impact of Digital Technologies…Examining the Netflix Paradigm Sood, et al. IES503-PDF-ENG	How does Network, connection to others, apply to your industry
3/11-16/19		💐 SPRING BREAK NO CLASSES Read, relax, Read 🌞		
(10) (P.118-126) 3/25/19 *Deadline to drop courses*	Mfg. Steel/ Nucor	Ken Iverson, Chairman and CEO, Nucor, Harvard Business School, Ghemawat Coursepack	American Steel: Everything Old is New Again, Foote S0505C-PDF-ENG Knowledge Management…Lessons from Nucor Steel Gupta, Govindarajan SMR057-PDF-ENG	How does Process or Methods affect your industry
(11) (P. 127-137) 4/1/19	Automotive/ TESLA	TESLA UNVEILS MODEL 3	Tesla Motors: Disrupting the Auto Industry? Dyer, Furr IN1137-PDF-ENG	How does Product Performance, distinguishing features and functionalities, affect your industry

(12) (138-142) 4/8/19	**Platforms/ Transport: Uber/ Lyft/ Lodging: AirBnB**	HOW UBER, AIRBNB, AND ETSY ATTRACTED THEIR FIRST 1,000 CUSTOMERS Blanding With Uber Freight, It's Not Just Truck Drivers Whose Jobs Are at Risk McDermott	Uber, Airbnb, and Etsy Acquiring the First Thousand Customers Teixeira, Brown 516094-PDF-ENG Airbnb, Etsy, Uber: Growing from One Thousand to One Million Customers Teixeira, Brown 516108-PDF-ENG	How does Profit Model apply to your industry
(13) (143-144) 4/15/19	Future Platforms/ Multsided Platforms	CREATING VALUE THROUGH BUSINESS MODEL INNOVATION AMIT, ZOTT WHY YOU DON'T UNDERSTAND DISRUPTION INTEL CULTURE JUST ATE 12,000 JOBS, GASSEE INNOVATING FOR GLOBAL GROWTH BCG SAVING GLOBALIZATION AND TECHNOLOGY FROM THEMSELVES BCG DISRUPTION IS NOT A STRATEGY NEWMANN	Adapting to the Sharing Economy Matzler, Velder, Kathan SMR512-PDF-ENG Strategic Decisions for Multisided Platforms Hagiu SMR477-PDF-ENG Pipelines, Platforms and the New Rules of Strategy Van Alstyne, Parker, Choudary R1604C-PDF-ENG	
4/22-27/2019 FINALS WEEK	*Deadline for Faculty to submit grades 5/1/19*	Building a Resilient Global enterprise Inspired by Biology Scientific American		Teams present their project to Kickstarter.

CLASS OR PROFESSOR POLICIES

Very active role in class discussion is expected and required.

Smart phones, tablets, computers are encouraged during class for course work; they are prohibited for non-emergency personal use.

Readings and cases must be read and prepared in advance of each class.

ATTENDANCE STANDARDS & PROCEDURES

Attendance at class is expected and more than two absences will result in a lowering of one full grade in a student's final grade.

Absences must be reported in advance to the TA. Readings and cases must be read and prepared in advance of each class.

NOTA BENE: While this course shares similar teaching methodology with *Growing Smartly, the lessons are unique.*

COURSE PROCEDURES & METHODOLOGY

ACTIVE LEARNING TACTICS

This is a highly participatory course based on cases from **Harvard Business**, **MIT**, **Stanford**, and other leading institutions of higher learning in **Europe** and **India**. Students will actively participate in class discussion, summarize their reading assignments, prepare their case studies as a team, and create a team course project.

Students will share their insights by role-playing, oral presentations, videos, debate, and business modeling. Lecturing comprises a minimal part of this course; rather, active interaction on the part of the individual student and the teams will drive the learning.

Readings and cases must be read and prepared in advance of each class.

The project will have A KISCKSTARTER project (as contrasted with "Shark Tank") as a conceptual model and must deal with substantial problems with scalable solutions; the students will have the opportunity to submit their project to StartUp FIU.

COURSE OBJECTIVES

1. To develop an understanding of disruptive innovation in global, scalable businesses.
2. To develop an understanding of the conditions in an industry or market which permit global innovation.
3. To develop applications of critical thinking to multi-disciplinary cases in global industries.

COURSE AND GLOBAL LEARNING OUTCOMES

Course Outcomes:

1. To learn to identify market opportunities where the principles of disruptive innovation can be applied
2. To develop the skills necessary to draw upon each discipline to apply them in a case.
3. To self-assess one's capabilities to apply the key concepts from each discipline to the problem.

Global Learning:

1. **Global Awareness:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
2. **Global Perspective:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural
3. **Global Engagement:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

FIU/HC Policies

Religious holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, mental and sensory challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points.** See http://honors.fiu.edu/academics/policies/citizenship/.

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors College Academic Misconduct Statement

In the Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

FIU Code of Academic Integrity – http://www.fiu.edu/~dwyere/academicintegrity.html.

FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html

FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.htmlCourses designated as Global Learning courses (IDH 2003-2004, IDH 3034-3035) must list specific Global Learning outcomes. Assignments must be able to assess the students' ability to demonstrate these outcomes. Questions on Global Learning should be addressed to Jose Rodriguez, rodrigej@fiu.edu.

Global Learning Outcomes

Second year and Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Jose Rodriguez at the Honors College.