

**Malone College  
Summer, 2008**

**Syllabus for Strategy, Innovation, and Leadership (MBA691)  
Cohort #22 (Tuesdays)**

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**Office Hours:**

Please schedule an appointment if you wish to meet with me outside of class. (Also, please do not hesitate to e-mail questions or comments to me. I check my e-mail frequently.)

**Text:** Strategic Management of Technological Innovation, 2008, Melissa A. Schilling

**Assignments** (*Subject to change*):

	<u>Session</u>	<u>Reading Assignments</u>	<u>Extended Topics</u>	<u>Exams, etc.</u>
6/24	#1	chapters 1-4		Quiz #1
7/1	#2	chapter 5	Monopoly Rents	Quiz #2
7/8	#3	chapters 6-7	Real Options	Quiz #3
7/15	#4	chapters 8-9	Oligopolies	<b>Exam #1</b> (covering sessions 1-3 material)
7/22	#5	chapters 10-11		Quiz #4, Article <b>Presentations</b>
7/29	#6	chapters 12-13		Quiz #5, Article <b>Presentations</b>
8/5	#7	none		<b>Exam #2</b> (covering sessions 4-6 material) & <b>Consulting Exercise</b>
8/9	#8	none (Saturday at 8:00 a.m.)		Values Integration Case Analysis* and Major Fields Test**

\*A Values Integration Case Analysis (typed paper) is due session #8. The paper is necessary for successful completion of the course (i.e., receiving a passing grade), but it will not be scored and included in the calculation of the student's "Course %" for the course. The instructor will provide the case and further guidelines beyond those in this syllabus partway through the course. (This is part of a program-wide assessment of the MBA Program.)

\*\*The Major Fields Test® must be taken for successful completion of the course (i.e., receiving a passing grade), but its score will not be factored into the calculation of the student's "Course%" for the course. (This is part of a program-wide assessment of the MBA Program.)

**Evaluation:**

There will be 2 exams. The exams will cover the indicated sessions' material and will consist of a mixture of objective and essay questions. Each exam is worth 100 points and will last 90 minutes. For each exam, the student may prepare and use a one-page (front and back) help sheet. There will be 5 quizzes over the current week's assigned readings—at a basic level. The quizzes will be closed-book quizzes and each will be worth 10 points. If a quiz is missed, a (different) makeup quiz will be taken the following week. The Article Presentation (see below) is worth 25 points and the Consulting Exercise (see below) is worth 25 points.

The course grades will be determined according to the following schedule:

<u>Course % (Total Points/300)</u>	<u>Course Grade</u>
92-100	A
90-91	A-
88-89	B+
77-87	B
75-76	B-
73-74	C+
60-72	C
Below 60	F

## Article Presentation

Each student should select a “Classics” or “Recent Work” article (the references are provided at the end of each chapter of the book) to orally present to the class. The presentation should include 10-15 PowerPoint slides and should last approximately 15 minutes. Handouts of the PowerPoint presentation should be provided to the other students and the instructor the evening of the presentation. **Students will be asked to select their articles (no redundancy is permitted) during session #3—selection will occur in alphabetical order by student names. A copy of the article should be provided to the instructor by session #4.** (If the student must purchase the article, the instructor will get his own copy of the article himself.) Approximately half the class will present during session #5, with the remaining students presenting during session #6 (in alphabetical order by student names).

### Evaluation

Student Name: \_\_\_\_\_

Please answer the following three questions during the presentation:

1. What are the title of the article and the credentials of the author(s)?  
2 Points: \_\_\_\_\_
2. What are the principal conclusions of the article? Please explain how the author(s) arrived at the conclusions.  
10 Points: \_\_\_\_\_
3. Do you believe the conclusions are valid today? Please explain your response. (You may use logic, anecdotes, other studies, etc., in answering this last question.)  
10 Points \_\_\_\_\_

Quality and Quantity (10-15) of PowerPoint slides: 3 Points \_\_\_\_\_

Total Score: \_\_\_\_\_

Comments:

## Consulting Exercise

For session #7, each student will bring to class a succinct statement of an innovation idea for an organization the student is a member of (typically the student's employer). That evening, pairs of students will be formed and each student will perform two roles: idea originator and consultant. Each pair will develop two presentations (one for each idea) that will address the following questions:

1. What is the (succinctly stated) innovation idea?
2. What type of innovation is it (chapter 3)?
3. What is the appropriate entry timing (chapter 5)?
4. What is the appropriate collaboration strategy (chapter 8)?
5. What is the appropriate team type for implementing the innovation (chapter 12)?

Each pair of students will be evaluated in the content of the presentations. There will be 60 minutes for preparation and each pair of students will have 10 minutes to present. The instructor will work with each pair. Please note that the idea originator need not prepare much before the session beyond a succinct statement of the innovation idea and thinking about it some. The participation of the consulting student and the instructor should not be stifled by a too-well-laid-out plan brought to class by the idea-originating student. (Again, each student will perform both roles.)

**If a student is unable to attend session #7, the student shall submit a two-page (double-spaced with a font size of 12) paper in lieu of participation in the exercise. The paper should answer the same five questions presented above and is due the date of session #7.**

### Evaluation

Students (in the pair): \_\_\_\_\_

Total Points (out of 25 points): \_\_\_\_\_

Comments:

## Course Policies and Outcomes

### General:

1. The policies of Malone College and its Graduate School, as stated in the relevant student handbook and catalog, are followed throughout this course. In particular, you are responsible for understanding the academic integrity policy.
2. The course schedule and assignments, as presented in the course syllabus, are subject to change by the instructor throughout this course.
3. Attendance will be taken beginning the first week of classes for this course. For each absence beyond one absence, a student's total points for the course will be reduced by 5% of the total points possible. (Missing more than 20 minutes of a class session constitutes an absence and habitual lateness constitutes absences.)

### Etiquette:

4. I reserve the right to expel a student from a class session for disruptive behavior—a very unlikely event.
5. Please turn off all cell telephones while in class.

### Values and Objectives:

6. This course emphasizes the following values: **integrity** in business and good **stewardship** of God's gifts.
7. This course attempts to facilitate the development of the following student skills: the ability to **analyze data** with the appropriate tools, the ability to **think conceptually** about business situations, and the ability to **synthesize the relevant data and concepts** into a coherent whole.
8. Catalog Description: This is the capstone M.B.A. course. The course explores crafting and executing an organization's strategy with the necessary market and technology innovations and the appropriate managerial leadership in for-profit and not-for-profit environments. This course may also include required components of the School of Business Student Learning Assessment Program.

## A Letter to Students

Dear students,

C. S. Lewis states in *Mere Christianity*, “Morality, then, seems to be concerned with three things. Firstly, with fair play and harmony between individuals. Secondly, with what might be called tidying up or harmonizing the things inside each individual. Thirdly, with the general purpose of human life as a whole...” (1952, p. 72)

Lewis (1952) explains this categorizing of morality using an analogy: Morality is like a fleet of ships. The ships must not crash into each other, no individual ship can be allowed to sink, and the fleet must sail to the right port. Morality, as discussed in my courses, tends to focus on the ships’ not crashing into each other.

As such, this scripture from *John 15: 12-15 (NIV)* is pertinent and insightful: “Jesus said: <sup>12</sup>My command is this: Love each other as I have loved you. <sup>13</sup>Greater love has no one than this, that he lay down his life for his friends. <sup>14</sup>You are my friends if you do what I command. <sup>15</sup>I no longer call you servants, because a servant does not know his master’s business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you.”

This is a lesson in teaching and management. It instructs us to empower those we teach and manage. I commit to do this as your teacher, and I ask that you commit to do this as current and future managers.

My courses often address the friction that can exist between technology and people. Actually, the friction exists due to our **use** of the technology; so, this still concerns the ships’ crashing into each other. Consequently, I believe it is important that we agree to some guiding principles on our use of technology, as we embark on our journey together in this course.

Francis S. Collins (head of the Human Genome Project) states in *The Language of God*, “T. L. Beauchamp and J. F. Childress argue that four ethical principles undergird much of bioethics, and are common to virtually all cultures and societies. These include

1. Respect for autonomy—the principle that a rational individual should be given freedom in personal decision making, without undue outside coercion
2. Justice—the requirement for fair, moral, and impartial treatment of all persons
3. Beneficence—the mandate to treat others in their best interest
4. Nonmaleficence (sic)—‘First do no harm’ (as in the Hippocratic Oath).” (2006, p. 243-244)

(The normal spelling is “non-maleficence.”)

As the cliché tells us, “the devil is in the details.” The issues we face in this course are not always easily resolvable or easily made to fit into our worldviews, but that is okay. It makes the course (and life) more interesting. I am a member of a local ELCA congregation and, as Martin Marty states, “Lutherans do not have to see the world remade in a Lutheran image before they deal with it. They delight in paradox, which is why they can be at home with so openly exploring both the sacred and the secular on campus.” (*A College of the Church at the Millennial Turn*, www.stolaf.edu, 2003)

Welcome to my class.

Sincerely,

Dennis Kincaid, Ph.D.