PLANNING FOR INNOVATION 91-850 COURSE SYLLABUS

Students will examine the role of innovation in institutional change. They will analyze and evaluate how technology can drive or accelerate change. Students will interact with experts to discover more about the role of technology in innovative change.

Each student will complete a series of activities leading to the submission of a planning document and an electronic presentation based on the need for innovation at a selected institution.

Optional Text:
Disrupting Class: How Disruptive Technology Will Change the Way the World Learns

Class format:
The course will incorporate online lectures, discussions (both in class and online), readings, interactions with experts in various dimensions of technology, and projects leading to the presentation of a planning document. Each weekly assignment will be due the day before the end of the course.

Cheating and Plagiarism
This course requires collaboration and cooperation. However, each student must submit their own original work, unless the project or assignment requires more than one author. In addition to receiving a “0” for any assignment that is not original work, all cheating and plagiarism infractions will be reported in writing to the Assistant Dean for the Heinz School, the Associate Dean of the Faculty, the Dean of Student Affairs, and the Dean. They will review and determine if expulsion should be recommended. The report will become part of the student’s permanent record.

Performance Measures:

Assignments:
There will be five assignments worth five points each for a total of 25 points, or 12.5% of the coursework. Grading will be based on completeness, accuracy and originality of the work. (NOTE: The most updated versions of all assignments will be located on the Blackboard site for this course.)

Class Participation:
Students are expected to contribute to both online and class discussions. There will be 25 points possible or 12.5% of the coursework. Grading will be based on relevance and originality of ideas.

Instructor: Norton Gusky • Phone: 412.965.1781 • ngusky@andrew.cmu.edu
Project:
Each student will submit a plan worth 100 points or 50% of the coursework. The technology plan will have six required sections:
• Executive Summary (15 points)
• Vision, Mission, Shared Values (10 points)
• Needs Assessment (current analysis of technology – 15 points)
• Strategic Goals (15 points)
• Action plan including budget and evaluation (30 points)
• Staff Development/Training (15 points)

In addition, students will generate an electronic presentation for the plan worth 50 points. The presentation will be evaluated on the quality of the content (25), and the effectiveness of the presentation (25 points). The presentation will be evaluated by a combination of outside experts and peers.

All points will be cumulative. The final grade will be based on the following scale:
A+ 194-200 points
A  186-193
A- 180-185
B+ 174-179
B  166-173
B- 160-165
C+ 154-159
C  146-153
C- 140-145

(NOTE: This scale may be altered with the modification of assignments.)
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<tr>
<th>Week</th>
<th>Key Topics</th>
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| 1: March 20| Change process; Disruptive      | How can innovation help institutions continue to grow and prosper in an age of global challenges? | ACTIVITY: Choose one of four possible strategic documents – Write an entry in the class blog that outlines vision, and strategic goals from at least one of these documents:  
   - US Ed Tech Plan  
   - OECD - Inspired by Technology  
   - Christensen article - Reinventing Your Business Model  
   - Your own choice  
   PLAN: View the class video on developing a vision and mission statement. Identify the existing vision and mission statements for the institution you'll create for your plan. (This can be taken from an existing document or can be an original or modified statement.) |
| 2: March 27| Vision and Mission Statements   | Why do planning documents need an inspiring vision and mission?                     | PLAN: Use or develop a data collection tool to use with your institution.  
   ACTIVITY: View the Chris Anderson video and use Classroom Salon to annotate the video and respond to prompts |
| 3: April 3 | Gathering Data                  | How can assessment data help develop the framework for a plan?                    | PLAN: Gather, analyze, and interpret data that will answer the following questions:  
   - What systems or dimensions are already in place?  
   - What needs to be added or modified?  
   - How do your customers (external or internal) perceive the current situation?  
   - What would your customers like to see in the future?  
   ACTIVITY: Putting the Innovator's DNA into Practice: Processes-How Innovative Leaders Institute |
| 4: April 10 | Developing Strategic Goals | Processes That Encourage the Discovery Skills of Disruptive Innovation | PLAN: Identify no more than four (4) strategic goals for your plan
ACTIVITY:
Read Article: Mapping Your Innovative Strategy (Harvard pdf)
or View Video: How CIOs should Innovate for Growth (http://video.forbes.com/fvn/cio/innosight-how-cio-should-innovate-for-growth) |
|---|---|---|---|
| 5: April 17 | Building an Action Plan (including budgetary costs, method of evaluation) | Why should you have action steps for your plan? | PLAN: Develop an action plan for each strategic goal
ACTIVITY:
Find at least three resources you can use as part of your professional development plan. Write a posting on the class blog to explain why you’ll use these resources. |
| 6: April 24 | Adding a Professional Development Plan | In what ways does training determine the success for a new initiative? | PLAN:
Write a summary of for your professional development / training component |
| 7: May 1 | Presenting your plan | What are the essential factors for successfully communicating a plan? | --- |