BC 563: Enterprise Innovation & Technology

General Course Info

Course Number: BC 563
Course Name: Enterprise Innovation & Technology
Date Submitted: xxx

Course Author and Contact Information

Author: Oliver Schwabe
Contact Info: oschwabe@faculty.jiu.edu

Intended Audience

Students in JIU's Masters' of Arts in Business Communication (MABC) degree program

Course Overview

The focus of BC 563: Enterprise Innovation & Technology is use telecommunications technology in an innovative manner to improve communications competence in all types of formal and informal organizations. In order to achieve this, students will research leading practical and academic work in the field of innovation related to telecommunication services, and then practice using proven approaches to "sell" their ideas to decision makers in an organization. The concept of "open innovation"[1] will be used as the basis for creating pragmatic and viable innovation strategies.

Course Objectives

Upon successful completion of this course, students will be able to:

- Identify innovative telecommunications solutions suitable for use in a specific organization.
- Develop an implementation plan to introduce new telecommunications solutions successfully in a specific organization.
- Present innovative communication service technologies to stakeholders in a convincing manner.

Required Course Textbook(s)

Tidd, J., & Bessant, J. (2009) *Managing innovation*. Hoboken, NJ: John Wiley & Sons.

The course textbook has an accompanying website (http://www.managing-innovation.com) that will be used throughout the course to support achieving the intended learning outcomes. Specifically, case studies will be used as required readings, interactive exercises and self-quizzes will be used as non-graded practice activities, and video clips will be used to enhance module Themes.

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Course Project Description

At the end of the course, students will have created a presentation in MS PowerPoint which comprises 10 slides (excluding the cover page) that can be presented to their organization in 20 minutes and is in 30 point Arial font[2]. The topics covered will be:

- Problem
- Your solution
- Business model
- Underlying magic/technology
- Marketing and sales
- Competition
- Team
- Projections and milestones
- Status and timeline
- Summary and call to action

Throughout the course, students will be completing written assignments covering the topics above. Near the end of the course, students will consolidate their project work into a single portfolio which will act as the foundation for the presentation mentioned above.

Course Assignments

The assignment requirements demand short and well crafted papers – no individual paper is permitted to exceed 1 page, letter size length, in APA format (excluding title page and reference page). This is intended to drive a significant learning curve in respect to focusing argumentation and reasoning. "Intelligent" writing is demanded and indeed it can take longer to write a short paper than a long one. The final MS PowerPoint presentation may not exceed 10 slides (excluding the cover page) with text in font size 30.

[2] http://blog.guykawasaki.com/2005/12/the_102030_rule.html

Course Objectives and Related Assignments

#	**Course Outcome (CO)** ***Upon completion of this course, students will be able to:***	**Related Assignment** (indicate number)
CO1	Identifying innovative telecommunications solutions suitable for implementing in a specific organization.	1.1, 1.2, 2.1
CO2	Determining the best manner in which to introduce new telecommunications solutions successfully in a specific organization.	2.2, 3.1, 3.2, 4.1, 4.2, 5.2, 6.1, 6.2, 7.2, 8.2
CO3	Presenting innovation communication service technologies to stakeholders in a convincing manner.	5.1, 7.1, 8.1

Module Descriptions

Module 1: Importance of Innovation			
In the first module, you will learn about the basic concepts of innovation as applied to enterprises and explore the factors related to telecommunication technology adoption in these environments. Furthermore, you will learn to identify the relationship between technology innovation diffusion and organizational form.	• Define innovation as applied to the enterprise environment. • Apply the 4Ps to innovation in enterprise telecommunications. • Discuss what makes telecommunications solutions innovative in enterprises.	1.1	Project Deliverable – My Organization
		1.2	Discussion – What makes telecommunications solutions innovative in organizations?
		RR	Text, Chapter 1 Companion website; case studies: “Kumba Resources,” “Karolinska Hospital,” and “Dimming of the Light Bulb”

Module 2: Managing Innovation			
In this second module, you will learn to identify where new telecommunication technologies develop and how the concept of "open" innovation can help us channel innovation into the enterprise. You will also learn about the characteristics of regional innovation systems as the basis for understanding the context that needs to be set within the organization for innovation to occur successfully.	• Identify sources of new telecommunications technology development. • Describe the importance of open innovation for an enterprise. • Discuss the characteristics of a regional innovation system.	2.1	Project Deliverable – Choosing an Innovative Telecommunications Solution
		2.2	Discussion – Characteristics of a Regional Innovation System
		RR	Text, Chapter 2; Companion website case studies: "Coloplast," "Marshalls," and "NPI"
Module 3: Creating an Innovative Organization			
In this third module, you will focus on the relationship between the adoption of telecommunication solutions and social marketing. You will explore what it takes to integrate new telecommunication technologies into an enterprise environment, and also describe the role of Web 1.0, Web 2.0, and Web 3.0 concepts.	• Identify the attributes of a successful marketing campaign for telecommunications solutions. • Describe the characteristics of Web 1.0, 20.0, and 3.0. • Describe the adoption factors for new telecommunications technologies.	3.1	Project Deliverable – Integrating New Technologies into the Enterprise
		3.2	Discussion – Build It and They Will Come
		RR	Text, Chapter 3; Companion website case studies: "3M" and "Hosiden"
Module 4: Developing an Innovation Strategy			
In the fourth module, you will focus on creating a general business case for the selected telecommunications technology,	• Create a compelling value proposition for a new telecommunications technology.	4.1	Project Deliverable – The Business Case
		4.2	Discussion – Rational, Incremental

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pointing toward potential implementation approaches. The concept of "blue ocean strategy" is introduced as a way of outlining ideal implementation paths as the basis for understanding potential limitations to the intended innovation strategy.	• Specify how "blue ocean" thinking can enhance innovation capabilities. • Distinguish between rational, incremental, and radical innovation.	RR	Text, Chapter 4; Companion website case studies: "Corning" and "Polaroid"

or Radical Innovation
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Module 5: Open Innovation & Networks			
The fifth module of the course is focused on exploring different approaches in innovation strategies in relation to the previously created value proposition and then developing a focus for selling "solutions" versus "technology" to a stakeholder environment.	• Explain the difference between selling solutions and selling technology. • Describe factors for achieving sustainable technology adoption. • Evaluate the characteristics of disruptive innovation	5.1	Project Deliverable – Selling the Solution
		5.2	Discussion – Disruptive Innovation
		RR	Text, Chapters 5, 6; Companion website case studies: "Novo Nordisk" and "Zara"
Module 6: Forecasting and the Diffusion of Innovations			
The sixth module of the course aims to help develop a pragmatic, actionable, and viable approach to telecommunications innovation in enterprises. Approaches to working with various organizational dynamics are discussed and ideal starting points for triggering innovation change processes are identified.	• Assess the current solution landscape. • Identify early adopters. • Develop an implementation plan.	6.1	Project Deliverable – The Implementation Plan
		6.2	Discussion – What We Have and Who to Start with?
		RR	Text, Chapters 7, 8; Companion website case studies: "ABC Electronics," and "Plaswood Recycling"
Module 7: Entrepreneurship & New Ventures			
In the seventh module of the course, you will focus on creating a first draft of your project presentation, learning strategies for working with multiple agendas and perspectives of stakeholders, and exploring the differences between innovating from inside and from outside the enterprise.	• Create succinct presentations. • Identify explicit and implicit assumptions made by stakeholders of change efforts. • Differentiate between entrepreneurship in and outside of organizations.	7.1	Project Deliverable – Draft Final Presentation & Portfolio
		7.2	Discussion – Inside and Outside Entrepreneurs

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		RR	Text, Chapter 10; Companion website case studies: "Ihavemoved.com"

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Module 8: Assessing & Auditing Innovation			
In the final course module, you will finalize your project presentation and explore what it takes to keep an innovation process alive over time. Approaches to auditing the innovation process are discussed, as well as efforts needed to remain aware of innovation at the fringes of the enterprise.	• Constructively evaluate a communications technology proposal from a stakeholder perspective. • Describe the technology life-cycle and apply it to innovation planning. • Identify the success factors for co-creation.	8.1	Project Deliverable – Final Presentation & Portfolio
		8.2	Discussion – Supporting the Innovation Process
		RR	Text, Chapter 12; Companion website case studies: "Kao" and "Electroco"

Course Project Deliverables

Course Project Assignment Title	Brief Description of Tasks/Deliverables
Assignment 1.1: Course Project — My Organization	Students will choose an organization as the focus of their project and provide a brief description of the organization. (1 page)
Assignment 2.1: Course Project — Choosing an Innovative Telecommunications Solution	Students will choose and describe an innovative telecommunications solution that would benefit their organization and is appropriate in the enterprise environment. (1 page)
Assignment 3.1: Course Project — Integrating New Technologies into the Enterprise	Students will explore and describe what it will take to integrate their chosen telecommunications technology into their enterprise environment. (1 page)
Assignment 4.1: Course Project — The Business Case	Students will develop a general business case for the selected telecommunications technology and point toward potential implementation approaches. (1 page)
Assignment 5.1: Course Project — Selling the Solution	Students will develop a focus for selling "solutions" versus "technology" to the stakeholders in their chosen enterprise

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	environment.
Assignment 6.1: Course Project — The Implementation Plan	Students will describe approaches to working with various organizational dynamics and determine ideal starting points for triggering innovation change in their chosen enterprise environment.
Assignment 7.1: Course Project — Draft Final Presentation & Portfolio	Students will submit a complete draft of their final presentation and portfolio (in APA format) for feedback from their instructor, sponsor, and peers.
Assignment 8.1: Course Project — Final Presentation & Portfolio	Students will revise their final presentation and portfolio based on the feedback they have received and submit their final project, along with a Consent and Release form.

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Module 1: Importance of Innovation

<!-- Begin Instructor Notes -->
Module 1 of the course not only introduces students to the concepts of the course, but is also intended to set the stage for the formal requirements of a successful completion. Especially the one page requirement for assignment 1.2 needs to be enforced from the beginning, the same as the use of TurnItIn.com. Students should also be explicitly encouraged to review all supporting materials on the course website. Theme 3 should provide support for commenting on student postings and a look ahead to module 7 is also encouraged in order to ensure that students remain focused. One major difference in this course is the explicit demand for simple communications and short papers/presentations and this will come as a surprise to students. It can make sense therefore to approach this proactively to allay any potential concerns.
<!-- End Instructor Notes -->

Overview

The ability to innovate effectively and sustainably is a competence all organizations strive for on one level or another. While many different definitions of innovation exist, the fundamental common ground is that it deals with not only having an idea, but extending the idea into practice and creating value for users. Innovation covers the complete spectrum of having ideas, testing ideas, maturing ideas into products or services, and bringing them to life in the organizational environment. It is this "bringing to life" that makes innovation from the telecommunications technology perspective especially interesting since the aim is not limited to technically implementing a solution or embedding it in a process. The aim is for the innovation to be used sustainably in as wide a population as possible in the organization.
In this first module, you will learn the basic concepts of innovation as applied to organizations, and explore the factors related to telecommunication technology adoption in these environments. Furthermore, you will learn to identify the relationship between technology innovation diffusion and organizational form, and then begin practicing how to write simple and concise papers that address the needs of the reader in a focused manner.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Identify innovation happening within an organization.
- Apply the 4Ps to innovation in organization telecommunications.
- Discuss what makes telecommunications solutions innovative in organizations.

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Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

1. Complete your Profile and get to know other students in the course by reading theirs.
2. Complete the assigned Readings.
3. Review the Course Project.
4. Read Theme 1: Types of Organizational Structure and the Diffusion of Innovation.
5. Read Theme 2: The Technology Adoption Life Cycle.
6. Read Theme 3: The Challenge of Keepings Things Simple.
7. Complete Assignment 1.1: Forum Discussion.
8. Complete Assignment 1.2: Project, Identify the Organization.

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Profile

If you have previously filled out your Profile, and do not have any changes to make, you may skip this exercise/assignment. A profile is required of all students, but is not graded.

If this is the first time filling out your Profile, or if you need to make a change, click the Profile icon on the left. Then, click the edit icon next to your name to add or edit your information. If you wish, attach a photo of yourself.

It is suggested that you browse through the profiles of your instructor and your classmates to get to know them. Post any questions or comments you have about your classmates' Profiles in the course Forum and respond to questions about your Profile from others.

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Readings

- *Managing Innovation* (text), Chapter 1 and Chapter 3
- Title: The Horizontal Organization Author: David Rouse Identifier: http://proquest.umi.com/pqdweb?&did=37082489&sid=1&Fmt=3&RQT=309&VName=PQD&clientId=80110 Source: The Booklist. Chicago: Dec 1, 1998. Vol. 95, Iss. 7; p. 640 (2 pages)
- Title: The horizontal organization: What the organization of the future looks like and how it delivers value to customers Author: Cumbo Author: L J Identifier: http://proquest.umi.com/pqdweb?&did=46520972&sid=1&Fmt=2&RQT=309&VName=PQD&clientId=80110 Source: Choice. Middletown: Oct 1999. Vol. 37, Iss. 2; p. 374 (1 page)
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Theme 1: Types of Organizational Structure and the Diffusion of Innovation

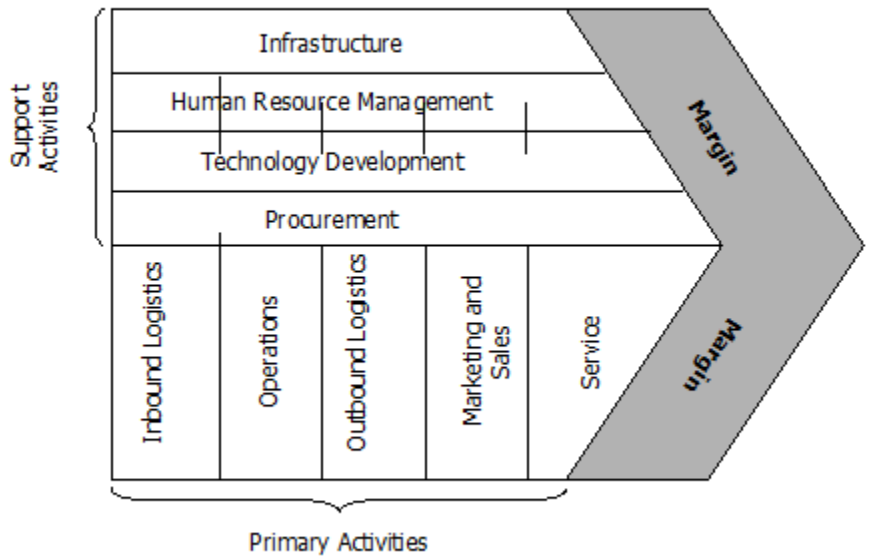
As we embark on our journey of exploring organizational innovation in the area of telecommunications technology, there are four basic concepts we must familiarize ourselves with:

1. Porter's value chain
2. Organizational structure
3. Horizontal organizations
4. Technology adoption life cycle

These four concepts together provide us with a framework to understand how a specific innovative telecommunications technology will enter and then grow throughout the organization. This will provide us with an orientation regarding how to best accelerate adoption throughout the organization in a sustainable manner and how best to *sell* our solutions to stakeholders.

Porter's Value Chain

Porter's value chain is a foundational concept for organizing the way we work in organizations. The diagram below illustrates the basic structure. [DEV NOTE: Insert "mba563_m1t1_Porter.jpg"]



Porter 1985

The *primary activities* represent the actual "doing" of an organization, while the *support activities* enable the primary activities to be performed. An

automobile manufacturer, for example, would have all purchasing centered in the inbound logistics area, production in the operations area, delivery to dealers in the outbound logistics area.

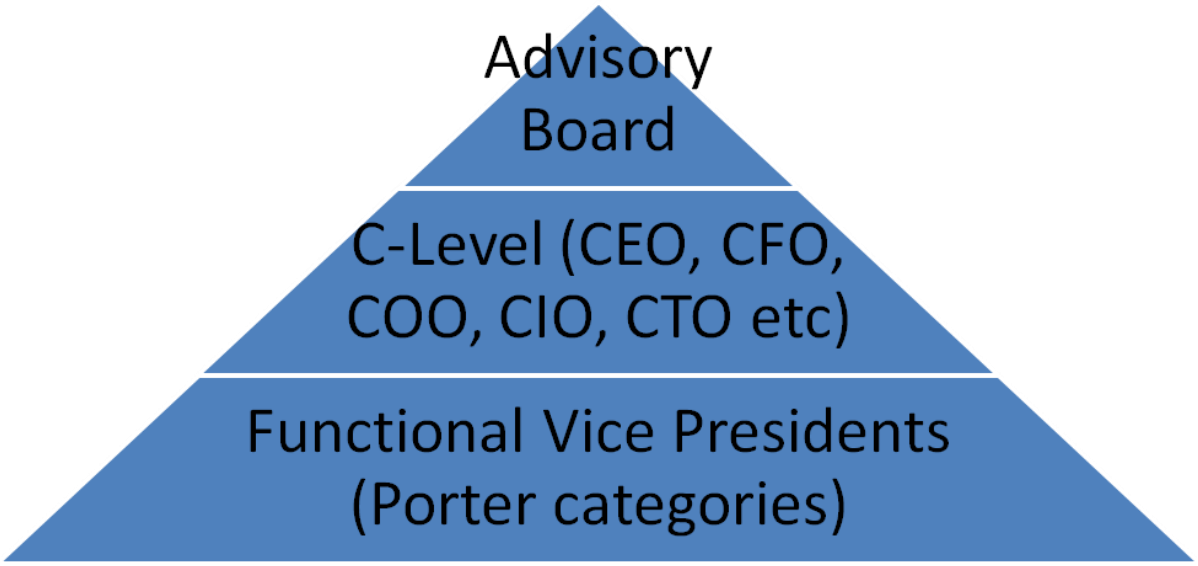
All organizations need to allocate resources to each of the value chain components. All components use telecommunication technologies for collaboration and cooperation purposes. Each component uses these solutions in a different way and with different expectations based on the work they are responsible for completing. In all our work, we must understand in what area we are operating and what other areas are involved when we explore the potential of introducing new telecommunications solutions.

Organizational Structure

The second concept we need to always consider is organizational structure. Organizational structure describes how the components of Porter's value chain are organized from the perspective of power and resource distribution. This directly relates to who we assign to control whom and what.

Let's use the example of an automobile manufacturer again. This organizational structure determines who has what power in the organization. It is managed top down, therefore, all control is vested at the top of the pyramid. A sample structure might look like this:

[DEV NOTE: Insert "mba563_m1t1_OrgStucture.jpg"]



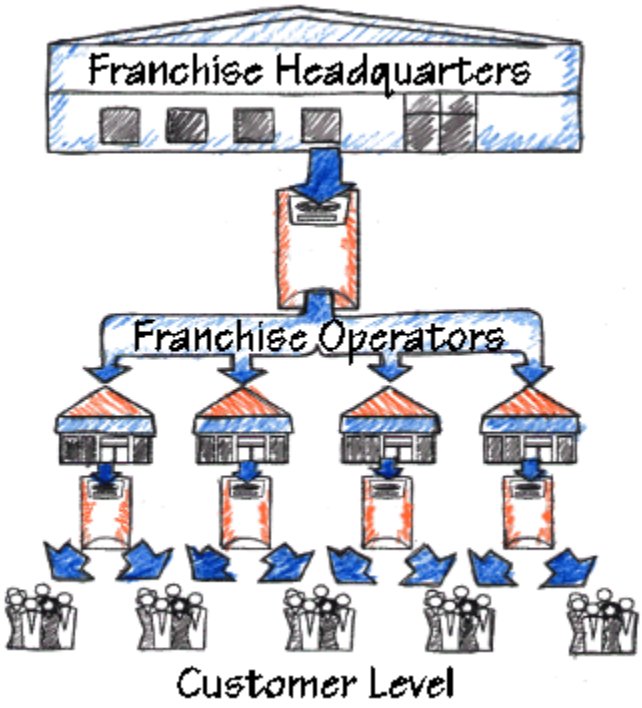
Lower levels might then be regional directors; and below that we usually find the Porter categories represented on an operational level. We are also used to seeing this in the form of a classic organization chart that is customized to the specific organization. Here is a sample organization chart.

In this sort of organization represented in the sample organization chart linked above, a new telecommunications technology might be suggested by

the VP of Sales, then evaluated by the CIO, and then the decision on whether to proceed or not might be made by the CEO. If the decision is positive, then the CEO will assign the task of implementing the technology to the CIO, who will then mandate and control its implementation through the organization. "Command and control" is the perspective; and the implementation is regulated by orders from "above." There is no room for discussion. This organization would be located on the left of the organizational spectrum. [DEV NOTE: Link to the graphic called "mba563_m1t1_OrgSpectrum.jpg" in a pop-up window.]

Another organization might have a more distributed structure and consist of many intensively connected smaller organizations (a fast food franchise like McDonalds, for example). The graphic below illustrates a sample networked franchise organization where each player manages its own value chain as described by Porter.

[DEV NOTE: Insert "mba563_m1t1_Franchise.jpg"]



In an organization described by the graphic above, certain standards are set from the top, but member organizations are given a lot of flexibility in deciding how to fulfill their obligations. In one of these organizations, a new telecommunications technology might be identified as being potentially helpful. It would then not be unusual that this solution is presented to all members of the organization as something worth exploring and the IT department then simply implements the technology for employees to try out. Feedback from employees is taken seriously, and the solution is adapted to support the needs of the employees and the small organizations. Decisions are made based on learning and experience. Discussions are happening all the time and influence adoption. This organization would be located on the right of the organizational spectrum. [DEV NOTE: Link to the graphic called "mba563_m1t1_OrgSpectrum.jpg" in a pop-up window.]

Horizontal Organizations

In the diagram below, the left hand extreme describes organizations that are controlled "top down" (vertical governance) and where the perspective is "The company pays you to do it" and puts managers in place to manage performance; the outcomes of work are very clearly defined and the focus is completely on output. This is typical of strongly hierarchical organizations that are product focused. The right hand extreme is characterized by self-governance by members of the organizations and participation based on the premise "I do it for my own learning and on my own time." Hence, members are focused primarily on personal growth. A good example of this type of organization would be a fan club. In the middle of the spectrum, we find hybrid "horizontal" organizations that can best be described as communities where collaboration and cooperation dominate from the perspective "We create knowledge together."

[DEV NOTE: Insert "mba563_m1t1_OrgSpectrum.jpg"]

Depending on where on this spectrum the organization of interest is, the methods to successfully introduce new technologies will differ. Foundation for a chosen approach is the question of the extent that the members accept vertical versus horizontal governance—the more horizontal governance evident, the more social marketing skills become relevant. On the far right, therefore, implementation is a matter of being inclusive, allowing for discussions, and distributing ownership of new solutions. On the far left, technology introduction is simply mandated and controlled.

Each position on the spectrum has its importance and relevance. The challenge is to avoid focusing on where the organization *should be* and accept the organization where it currently is and to use that understanding to drive the implementation of a new technology. In this respect, we can also assume that the further right on the spectrum an organization is, the more individuals will be found on the left side of the technology adoption life

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cycle, and the further left on the spectrum an organization is the more individuals will be found on the right hand side of the technology adoption life cycle. (The Technology Adoption Life Cycle is discussed in Theme 2.)

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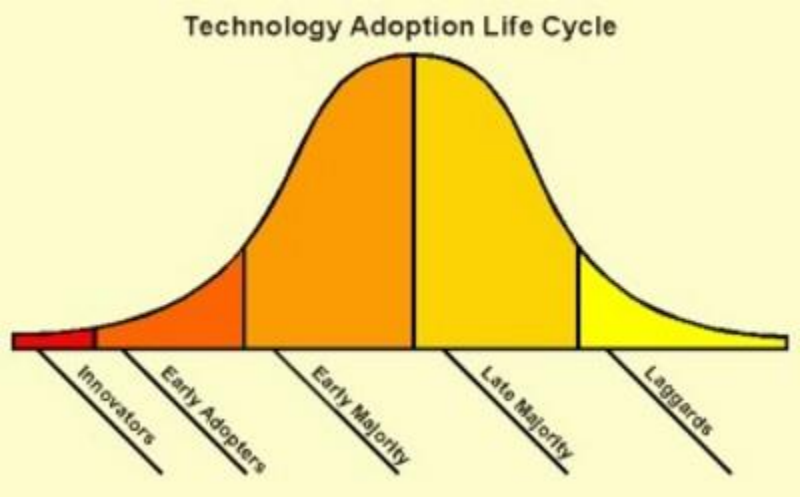
Theme 2: The Technology Adoption Life Cycle

The technology adoption life cycle describes the development of a technology through various phases of maturity. It has been widely applied to other changes of various types and can serve to describe some of the key steps involved in introducing new telecommunications technologies in an organization. The model was developed by Rogers and first presented in the book *Diffusion of Innovations*, where Rogers' suggests a total of five categories of adopters. The categories of adopters are: innovators, early adopters, early majority, late majority, and laggards.
The below image shows the adoption categories on the x-axis and the magnitude of users involved on the y-axis. The colored areas relate to the total number of users expected to appear in each category.
[DEV NOTE: Insert “mba563_m1t2_TechLifeCycle.jpg”]



The following descriptions are adapted to describe the relevant groups in organizations.
New technologies are first adopted by the so-called **innovators**, who have a certain freedom and flexibility in exploring new approaches. Often, they are found in IT departments or are themselves skilled in IT and located within functional business units. These individuals often use these sorts of technologies outside the organization, enjoy experimenting, and will often be adept users of Web 2.0 and Web 3.0 technologies.
Early adopters usually have social ties to the innovators and will have observed their efforts carefully. Once they are sure that the approach is demonstrating a benefit, they will begin supporting the effort with resources and indeed driving the adoption within departments they control in order to begin scaling the effort. Early adopters are often opinion leaders and have extensive experience in how to establish new approaches once they have been validated as proof-of-concepts or prototypes by the innovators.
While the adoption of new technologies was relatively quick by the innovators and early adopters, the next group, the **early majority** are

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usually slower, more cautious, and especially concerned with integrating the new approaches into the existing IT landscape and business processes. The jump from early adopters to early majority can take significant time and is usually dependent on the extent that the technology efforts are socialized sufficiently among them with patience and a focus on business relevance. The pathway into the early majority is also often through establishing new technologies in project efforts and illuminating them in relevant reporting and coordination efforts.

When a technology has matured within the early majority, it can spread through most of the remaining organization to the so-called **late majority**, though this doesn't always happen. This user group is skeptical of changes and often has been in the organization for a long time. They have seen many efforts come and go without impacting the organization significantly. The late majority are usually not in decision-making positions. They are usually focused on transactional level activities, most often in the support processes as described by Porter.

The last category of relevance is the **laggards**. In most organizations, these represent the lowest skilled workers, and they are very tradition focused. In most cases, the new technologies are not necessarily relevant for their activities and a fundamental aversion to change can be registered. Technology innovations seldom penetrate this far.

Conclusion

The manner in which technology of any type in an organization is adopted in an organization follows the technology adoption life cycle, whereby how a technology moves through the cycle is determined significantly by the form of the organization. Only if we understand both can we learn about how to position and manage the implementation of new technologies in an organization.

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Theme 3: The Challenge of Keepings Things Simple

You have surely heard of the acronym KISS, which stands for Keep It Simple, Stupid. We all appreciate simple (not simplistic) products and services that are easily understood. One of the greatest challenges in this course will be to SIMPLIFY your concepts and thinking. This does not mean you need to work less since you are only required to write a single page for most assignments. What it does mean is that you will be investing a significant amount of work into honing your thoughts to the point that what you are saying comes across quickly, smoothly, and effectively. Indeed, you may wish to write down your full reflections initially, and then simplify them down to a single page.
The purpose of this theme is to emphasize exactly this point and to provide a few helpful guidelines. In most organizations today, decision makers do not have time to read detailed research and sense-making. They need simple, actionable, and pragmatic advice presented in an easily read and understood manner. They will sense whether true effort went into the recommendation or it was just written off the cuff.

Guidelines for Course Papers

Remember, the intent of this course is to convince a potential sponsor to support the introduction of a new innovative technology in your organization of choice. You can get significantly close to this goal if you make your suggestions, arguments, and concepts simple, focused, and elegant. Here are a few specific recommendations you might wish to reflect upon when writing your course papers:

1. Ask yourself what exactly the reader is looking for. Help the reader quickly understand the points you are trying to make and also ensure that the reader senses you have put the relevant amount of reflection into your work. Lots of fitting references are a critical part of this!

2. Ask yourself why what you are writing is important for the overall project—get to the essence and explain how it fits into the project structure. At the beginning of the paper, link to the previous paper, and at the end point to the next paper!

3. Remember that your reader will probably be reviewing many papers in a short time. Include a short summary at the beginning of the paper that highlights the most important points to ensure that these are not overseen. A powerful sentence or two that is carefully crafted to do this can work wonders!

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4. Don't try to prove how intelligent you are, prove that you understand the assignment requirements! Answer the tasks exactly in the way they are posed.
5. Don't copy and paste from anywhere—you have no room to do this and it contradicts the honor statement!
6. Write for a non-expert reader. Remember that the reader may understand the concepts better than you, but they do not understand your CONTEXT as well as you do. You are the expert.
7. A picture is worth a 1,000 words is an old but still valid adage. Referencing an image can affect a fast understanding of your message by the reader.
8. Revise your paper at least three times and prove this to the reader by including forward and backward referencing in the paper.

Guidelines for a Technology Choice

As you research a potential telecommunications technology to suggest for introduction into your organization, you will certainly come across many interesting and exciting tools. Note that you will not inventory the existing telecommunication tools in your organization before the second half of the course. This is intended since even though a solution may already exist in your organization, if you are not aware of it then it is essentially a new and innovative solution. It is not uncommon in organizations for parallel efforts to develop at various places; and then the organization is challenged to integrate these efforts at some point, which is to some degree expected and accepted.

Important to remember as well, is that for course purposes, we are simply trying to create a small example to explore what might be possible, and not to create a formal project.

Some points to consider when choosing your technology:

1. Pick a technology that users can install themselves on their PCs—you might wish to experiment with this. "Install" hereby means that it can be downloaded and installed on their PCs (i.e. Skype), or that it can be accessed and used with their PCs (i.e. an online forum). This is important since it will avoid dependencies on the support of IT departments which are traditionally focused on maintaining a stable IT environment that changes as little as possible. Remember that innovations are initially of primary interest to innovators, and that formal IT support usually only develops towards the end of the early adopter stage.
2. Pick a technology that directly supports collaboration and cooperation between individuals in their specific work processes. This can be within projects or where individuals who do not have

face-to-face contact need to work together. A good example might be the ability to "chat" as they coordinate activities.

3. Pick a technology that has a good support site online with solid documentation and user groups where questions among users are shared. This will be an important source of support for the organization and reduce the risk of technical failures.
4. Check with innovators in the organization on whether they think this would be an interesting tool to explore. The intent of this is to begin identifying potential supporters of your project effort and to gain help in testing it.
5. Always talk about "trying something out," "prototyping," or "developing a proof-of-concept." This will ensure that initially there is little management attention to the effort and hence support building an initial user group to gain experiences with the technologies.

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Conclusion

Writing short and concise papers is difficult and time-consuming. But it offers the significant benefit of communicating your intent more effectively to the reader, which supports the understanding and acceptance of your ideas significantly. Picking a new telecommunications solution should be done from the perspective of being able to simply try it out and socialize it among the innovators and some early adopters in the organization. For this purpose it needs to be simple, pragmatic, and actionable at a daily level without the need for extensive organizational resources. The concept of "KISS" is something we need to proactively explore and engage with as we work towards creating support by decision makers toward the end of the course.

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 1.and Self Test Quiz for Chapter 3.

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Assignment 1.1: Forum Discussion

<!-- Begin Instructor Notes -->
As the first discussion in the course it is important that students learn to post early in the week and to always respond to at least two peer postings as instructed below. This will then ensure solid discussion participations throughout the course. The focus in this discussion must include the extent of user adoption and not just mentioning a technology. Remember that the course is focused on the implementation side of a telecommunications technology solution proposal and hence students must immediately grasp that in the end the question is whether a technology is actually used sustainably.
<!-- End Instructor Notes -->
In this assignment, you will explore what makes telecommunications solutions innovative in organizations.

Procedure

1. As you complete your readings, please post your thoughts and stories concerning new or innovative telecommunications approaches you have experienced being introduced, and the extent that they were adopted by users in the organization.
2. If you have not personally experienced such an introduction, please research a suitable article in the e-global library® or online.
3. This posting should be at least 500 words, with references in APA style.
4. Review and comment substantively on the postings of at least two other students, in at least 250 words.
5. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

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Assignment 1.2: Project, Identify the Organization

<!-- Begin Instructor Notes -->
Of greatest importance in this assignment is that students only submit a single page paper – longer papers should receive penalties since the focus here is on helping students to focus their thinking and to create a competence in writing well thought out text rather than rambling on longer than needed. In addition this assignment should be submitted to TurnItIn.com to ensure that students are not simply copy/pasting text from organizational websites. The stage setting here is critical for the remainder of the course and ensuring that students are focusing on the formal requirements an important part of the assignment.
<!-- End Instructor Notes -->
Fundamental to the work in this course is being able to apply the concepts, tools, methods, and thinking to a specific organization. The organization can be a present or past employer, your own company, or any other group with which you are involved. Please contact your instructor about identifying a suitable organization if you are unsure about your options.
You are encouraged to identify a sponsor from your organization to support you during the course. Please read the Project page for a summary of the entire project before completing this assignment. (Note: The Project page is available from any page within this course by clicking on the Project tab in the top navigation bar.) [DEV NOTE: Link to the Project page.]

Procedure

1. Choose an organization for your course project.
2. Identify a sponsor within your selected organization and complete the appropriate form in the Sponsor Workbook. Submit this along with your paper as described below. [DEV NOTE: Link to the SOB Sponsor Workbook in the common files folder.]
3. In a *single page* paper with APA style references:
   - Identify the organization you will focus on for your project.
   - Describe the organization in general and using the 4Ps.
   - Describe your personal role in the organization.

[DEV NOTE: include submission.html]

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
[DEV NOTE: include workplace_competencies.html; numbers: 1, 2, 3, 6, 7, 10, 11]

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Module 2: Managing Innovation

<!-- Begin Instructor Notes -->
For students this module may well be the most exciting they encounter since they are choosing the telecommunications technology solution they will be working with during the remainder of the course. It is helpful to post recent examples of communications innovations here to trigger the exploration and at the same time to ask students what Web 2.0 technologies they are already involved in, i.e. Twitter, Facebook, YouTube etc. Students should be encouraged to not only post their final decision, but also to share solutions they have found and then decided not to follow up with. The discussion assignment should be started as early as possible in the week and the two tasks contained could be completed in separate postings.
<!-- End Instructor Notes -->

Overview

In this second module, you will learn to identify where new telecommunication technologies develop and how the concept of open innovation can help channel innovation into the enterprise. You will also learn about the characteristics of regional innovation systems as the basis for understanding the context that needs to be set within the organization for innovation to occur successfully.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Identify sources of new telecommunications technology development.
- Describe the importance of open innovation for an organization.
- Discuss the characteristics of a regional innovation system.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

9. Complete the assigned Readings.
10. Read Theme 1: Innovation Difficulties.
11. Read Theme 2: The Concept of Open Innovation.
12. Read Theme 3: Understanding Regional Innovation Systems.
13. Read Theme 4: Characteristics of a Mature Network.
14. Complete Assignment 2.1: Forum Discussion.

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15. Complete Assignment 2.2: Project, Choosing an Innovative Telecommunications Solution.

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Readings

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- *Managing Innovation* (text), Chapter 2
- Chesbrough, H. W.; Appleyard, M. M. (2007). Open innovation and strategy. California Management Review, 50(1), 57-76.PREVIEW: The article discusses a process of business innovation known as open innovation and its relation to traditional business strategy. The competitive strategy developed by Michael Porter emphasized ...
- Chesbrough, Henry W. (2003). A Better Way to Innovate. Harvard Business Review, Jul2003, Vol. 81 Issue 7, p12-13. PREVIEW: Harvard professor Henry Chesbrough takes a look at leading-edge companies' latest moves to harvest ideas from outside and to benefit from sharing their own R&D with others--even with competitors.
- Title: Forecast 2009: our panel of experts makes predictions for technology trends in the new year. Source: Communications News, 46 (1): 10, January 2009. ISSN: 0010-3632 Publisher: Nelson Publishing
- Title: OMG! ... MGM grand is using text messaging to reach out to guests: real-time communication is key to new mobile concierge program. Source: IGWB: International Gaming & Wagering Business, 29 (10): 27, October 2008 Publisher: Ascend Media
- Title: Dynamics of mobile service adoption. Source: International Journal of E-Business Research, 4 (3): 40, July 2008 Publisher: IGI Global

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Theme 1: Innovation Difficulties

In Module 1, we described concept of innovation. Many organizations understand the importance of innovation and also recognize that access to technology is the main driver in being technologically innovative, but they are often not quite sure how to go about this successfully. Indeed, one can consider five common key barriers to exist: (1) inadequate funding, (2) risk avoidance, (3) "siloing," (4) time commitments, and (5) incorrect measures (Andrews, 2006). Underlying these, however, are a number of perspectives that need to be understood on the pathway toward creating a telecommunications innovation proposal that will be successful.

Reasons for Difficulties with Innovation

One reason that many organizations run into difficulties doing this is because innovation capacity and competence within the organization is often significantly lower than those found external to the organization—often so low in fact that the thresholds for creating sustainable innovations cannot be reached. This situation is usually due to resource constraints and cultural considerations; remember that the purpose of an organization is not innovation per se, it is delivering on its own business model.

In addition, we are seeing that the link between relevant research and development expenditure and traditional business performance indicators such as sales growth, operating margin, or shareholder return is dissolving more and more (Jaruzelski, 2006). Based on this understanding, we can recognize that organizations are more and more working to tap into the innovative competence of the larger market space outside the organization in a structured manner using a concept called **open innovation** in order to reduce research and development costs overall. Organizations are realizing that while innovation is a necessary part of creating a sustainable business, its business impact is difficult to manage. Sharing this risk through "opening" up the research and development perspective to the market makes sense to reduce relevant investment risks.

However, the external innovation marketplace is not well structured; indeed it is globally highly disaggregated due to the global dispersion of innovation resources. The most valuable sources are often not that obvious because (a) leading edge knowledge is seldom in the public domain, (b) lots of key knowledge is still tacit, and (c) the needs being served are often unclear. In addition, we often find that organizations struggle with embedded issues regarding (a) information sensitivity, (b) IP protection, and (c) internal management barriers. Often, research and development staff are not even aware of innovative efforts outside the organization; or they might not be permitted to access them due to the mentioned constraints.

What Is Needed?

What is needed, therefore, is a process for defining, searching, discovering, understanding, and acquiring partial or complete innovations or know-how

from third parties. This innovation "sourcing process" can be managed in-house or outsourced. Important factors in this respect are:

1. The ability to describe a requirement in a way that is independent of technology, application, or industry in a non-confidential manner
2. Global connectivity to potential sources of innovation

This perspective can lead to innovative cross-boundary solutions as can be found in the Booz Allen Global Innovation Study, 2007.
In all of the above cases, internal acceptance was based on the innovation (a) addressing top business needs and business strategy, (b) being linked to key decisions that need to be made, point toward actionable progress, and (c) being fundable as a solution. Building on this, we need to concentrate on approaches that deliver to these expectations as effectively as possible. Open innovation demonstrably achieves this in an effective manner.

References

Andrews, P. (November, 2006). Five barriers to innovation: Key questions and answers. *Executive Technology Report*. IBM Corporation.
Jaruzelski, B., Dehoff, K., & Bordia, R. (2006). Smart spenders: The global innovation 1000. Booz Allen Hamilton.

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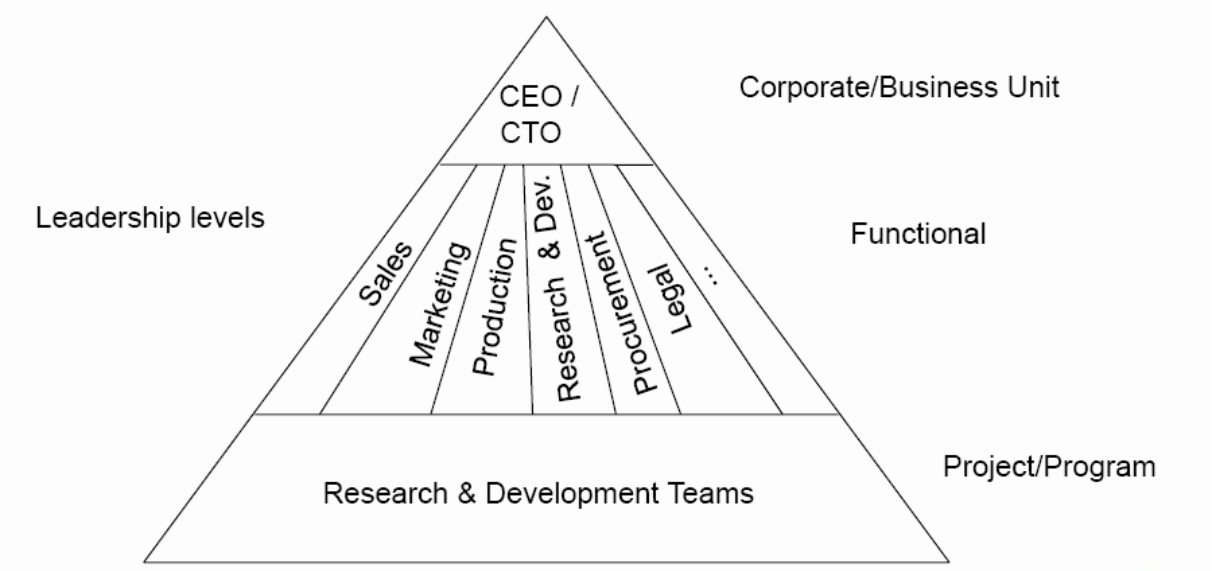
Theme 2: The Concept of Open Innovation

<!-- Begin Quote -->
Open innovation is the use of purposive inflows and outflows of knowledge to accelerate internal innovation, and expand the markets for external use of innovation, respectively. [This paradigm] assumes that firms can and should use external ideas as well as internal ideas, and internal and external paths to market, as they look to advance their technology.
Henry Chesbrough, *Open Innovation: Researching a New Paradigm*
<!-- End Quote -->

Innovation typically moves from being external to an organization to being a commercially viable position in its business model. An innovation is initially identified in the internal or external technology base. Passing through the first evaluation filters, these innovations are enriched by focused in-sourcing of innovations from other external technology sources. At this point in time, innovations are evaluated for relevance to core business, and if they are not relevant, they are consciously either licensed out, spun out, or divested of. Some innovations may also be brought into joint ventures with internal or external partners. Of the remaining innovations, some are driven toward new markets for the organization, while the remaining ones are applied to the existing market of the organization.

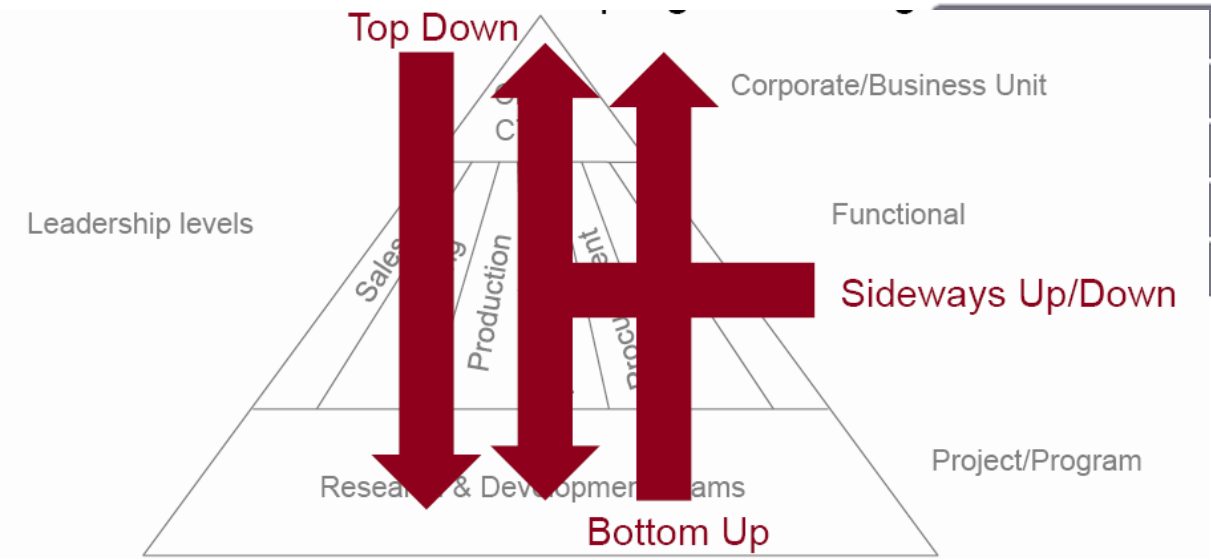
Considering the Organization

Having understood the basic model of open innovation, we need to remember that it is driven by a multitude of stakeholders within the organization as illustrated below:
[DEV NOTE: Insert “mba563_m2t2_Stakeholders.jpg”]



Typical Innovation Stakeholders

Using this perspective, we can also expect different paths by which open innovation may develop through the business as illustrated below:
[DEV NOTE: Insert "mba563_m2t2_Paths.jpg"]



Typical Paths of Innovation through the Business

If we consider our own organizations, and remember the themes from Module 1, we can identify the type of organization we are dealing with from the perspective of open innovation in order to determine the optimal manner to position the open innovation process in the organization. Broadly speaking we can identify three categories:

1. The informed (similar to the "innovators" mentioned in Module 1): They have heard of the concept of open innovation or may even be making plans for it. Projects have not been completed yet though
2. The involved (similar to the "early adopters" mentioned in Module 1): They have started first activities and can be considered to be in the experimentation stage. Only a few stakeholders are involved, and the efforts are being driven by a few key individuals.
3. The progressed (similar to the later stage of "early adopters" and early stage of "late adopters" mentioned in Module 1): Open innovation has gone mainstream in the organization; and all relevant stakeholders are actively involved and performance measures are being applied. Sponsorship is evident from highest organizational levels.

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Theme 3: Understanding Regional Innovation Systems

Traditional approaches to innovation focus primarily on the material inputs into an organization (such as technologies or finance) and material outputs of the organization (such as the number of patents generated). When exploring how innovation functions, however, we see that it is seldom the result of activities within organizational boundaries. More often, it is the result of knowledge sharing between organizations that share specific characteristics and operate interdependently in similar contexts. These shared characteristics within similar and interdependent contexts make this network of organizations into an innovation system that supports the provision of infrastructure, communities, market validation, and commercialization support for the innovation process of the involved organizations.

An innovation system, therefore, can be understood as a system of organizations, individuals, and rules, and regulations within which the creation, dissemination, and innovative exploitation of technology and other branches of knowledge take place. When the interaction between the different players works well, then new, valuable knowledge is generated which is quickly put to practical use by commercialization or other implementation. This creates the foundation for innovations and attracts investments (Allee, 2008).

Important to note is that the organizations participating in this innovation system do aggregate based on unique shared characteristics, as mentioned above, and therefore that as a whole they can be considered as a region. Region can mean not only an organization, but also a geographic region, a product/service/industry segment, or even a community of practice in which innovation flows from the point of origin to the point of need or opportunity. Remember, tough, that innovation within a region is not a mechanistic process – it is a network activity. Unfortunately, traditional linear approaches to innovation management are inadequate to develop meaningful support and strategies for regional development.

In this theme, we will explore what regional innovation systems are; discover the key principles they operate by; and identify characteristics of importance that can be used to support the course project.

Activating the Regional Innovation System

A search of the literature on regional innovation reveals a central finding that firms do not innovate in isolation. They rely on continuous interaction with other local companies and people, and thus with their environment (Allee et al, 2007). Various concepts have been introduced to describe these interactions, most including one or both of the terms “system” or “network.” Participation in these systems of innovation for the development and commercial deployment of new technologies, products, and services might include:

- The research community – both public and private;
- Universities and other institutions – in a broad range of supporting activities and projects;
- Industry (including SMEs) – embracing the whole production and supply chain (including component, equipment, and sub-system suppliers and buyers);
- Public authorities – in their double role of regulators/policy makers and promoters or consumers of goods and services;
- The financial community – banks, venture capitalists, insurance companies, etc.;
- Users and consumers – as involving the customer base is crucial to channel the process and optimize the benefits of a new product; and
- Civil society organizations and NGOs – to ensure that public awareness and understanding of technologies and social or environmental challenges do not act as barriers to success.

In order to facilitate the innovation process (in a region), we need to better understand how a regional innovation system is "activated" in different stages of innovation. Some organizations might be involved in multiple roles, and if they are active in more than one stage their roles may be different in different stages (Venezia, 2008). Evaluating regional innovation with this perspective:

- Provides an expanded foundation for assessing regional innovation capacity and the effectiveness of the regional innovation system.
- Develops network indicators to assess the health and vitality of regional innovation systems and to link innovation system behaviors to regional economic and Intellectual Capital (IC) indicators.
- Provides a powerful visual language for engaging critical stakeholders, fostering connective tissue, and improving innovation capacity at the regional level.
- Defines the requirements for continuous monitoring and evaluation of innovation regional value networks.

Leadership in innovation systems differs from organizational leadership in that it has a wider focus. Just like organizational leadership, it is concerned with the systemic effects of decisions. In contrast to such leadership, however, it accepts the messiness of "living systems," and it chooses to see innovation systems as such systems. More particularly, it accepts the need for personal sense making, stemming from conscious search regarding patterns and choices in the living innovation system in which the leadership is executed.

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Three Key Levels of Analysis

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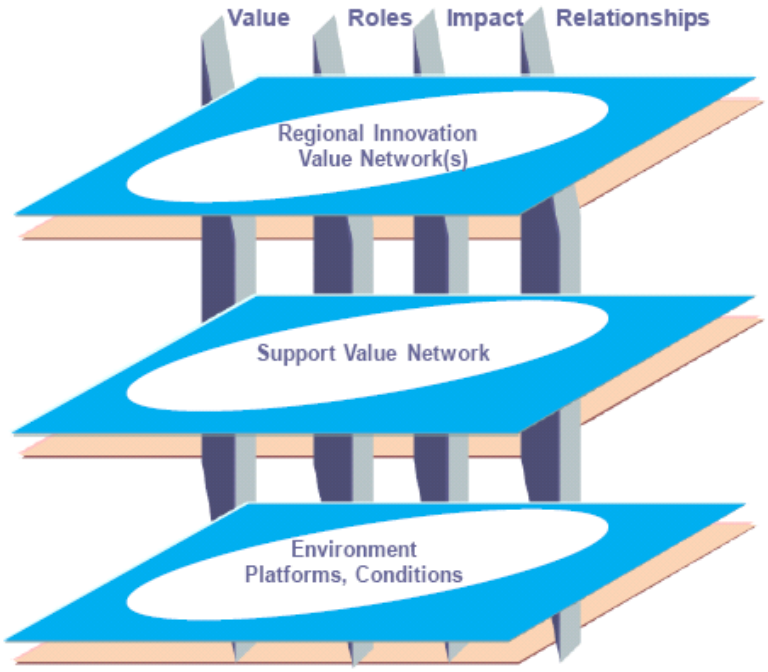
Regional innovation networks need to be understood at three key levels:

1. The conditions or environment of the regional innovation system
2. The roles, products, and services provided in the supporting network(s)
3. The innovation networks themselves by technology, products, services, or industry

[DEV NOTE: Insert “mba563_m2t3_Levels.jpg”]



Levels of Analysis

Regional performance in terms of innovation and value creation are directly linked to network patterns of knowledge sharing, cooperation, and connectivity within a region. Network patterns link to specific value conversion activities and intellectual capital formation for network participants and to the innovation capacity of the region as a whole (CESPRI, 2006).

Many acknowledge that 70% or more of the value of a firm lies in its intangibles, and the same argument can be made for the value of a region. This problem is especially intense in government, civil society, and nonprofit organizations and networks. In these cases, value impacts are exceedingly difficult to describe in only tangible or financial terms. Further, the kind of support that is needed for innovation at a regional level is far more systemic and “social” in nature, which makes it even more critical that intangible assets within the region be managed effectively.

References

Allee, V. (2008). Value network analysis and value conversion of tangible and intangible assets. *Journal of Intellectual Capital*, 9(1), 5-24.

Allee, V., et al (2007). Effectiveness of ICT RTD impacts on the EU innovation system: Annex to the final report. Evaluation Study for the European Commission, DG Information Society, and Media Directorate C, *Lisbon Strategy and Policies for the Information Society*.

CESPRI. (June, 2006). Evaluation of progress towards a European research area for information society technologies. Final Report submitted to the European Commission, Directorate-General Information Society and Media, Unit 3C.

CESPRI. (January, 2006) Networks of innovation in information society: Development and deployment in Europe. Interim Report submitted to the European Commission, Directorate-General Information Society and Media, Unit 3C.

Venezia, C., Allee, V., & Schwabe, O. (April/May, 2008). Designing productive workspaces for mobile workers: Role insights from network analysis. *Information-Knowledge-Systems Management: Special Issue: Enterprise Mobility: Applications, Technologies and Strategies*.

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Theme 4: Characteristics of a Mature Network

If we wish to make regional innovation systems manageable and ensure that they create value inside the organizational boundaries, certain characteristics should be met:

- The network's processes and key flows are documented.
- The network's roles/participants are clearly defined and transparent to everybody.
- The network's behaviour is proactive.
- The relationships between the roles are well defined.
- Transactions are transparent.
- The flow paths are repeatable.
- The quality of deliverables is consistent.
- Roles are executed regularly.
- Roles have formal agreements between each other.
- There is no measurable loss of quality or deviation from specifications of flow paths.

Characteristics of a supportable network:

- The roles of the network are supported funding and policy structures designed for network support.
- The roles of the network are guided by the same strategy.
- The roles of the network are guided by the negotiated performance measures.
- The roles of the network are subject to Role-based performance agreements with a shared set of values and behavioural norms.
- The roles of the network have the same understanding of the network’s purpose.
- The roles of the network are organized in a communication platform where they discuss collaboration within the network.
- All roles widely share business-specific knowledge.
- All key roles belonging to the value network are active.
- Resources are allocated to assure all roles are supported.

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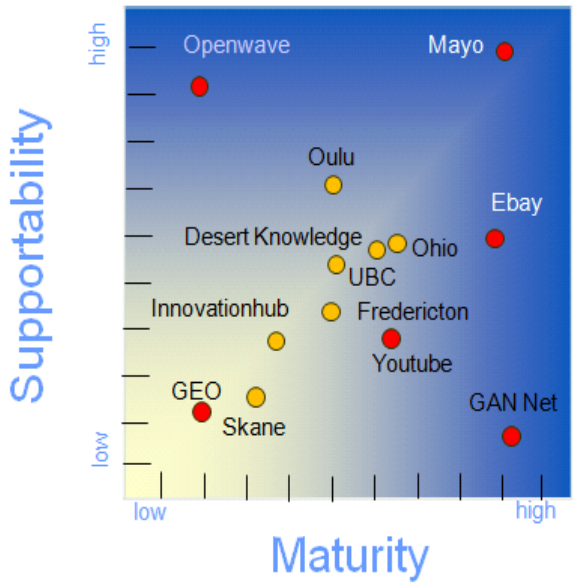
Sample Regional Innovation System

In the time period April, 2009 to June 2009, an evaluation was performed in the region Skåne of Sweden in order to explore the regional innovation system from the perspective of a group of approximately 50 companies providing supporting activities in this system. The specific aims of the evaluation were to:

- Learn more about how the intermediates in regional innovation system (RIS) function.
- Provide participants in the RIS with a whole systems view.
- Explore potential benchmarking directions.
- Identify basic policies and procedures that support the RIS effectively.
- Specify how collaboration technology can better support the RIS.

One of the results was a ranking of the Skane RIS against other regional innovation zones globally. (See The Knowledge Innovation Zone.)
[DEV NOTE: Insert "mba563_m2t4_Maturity.jpg"]



RIS Maturity Map

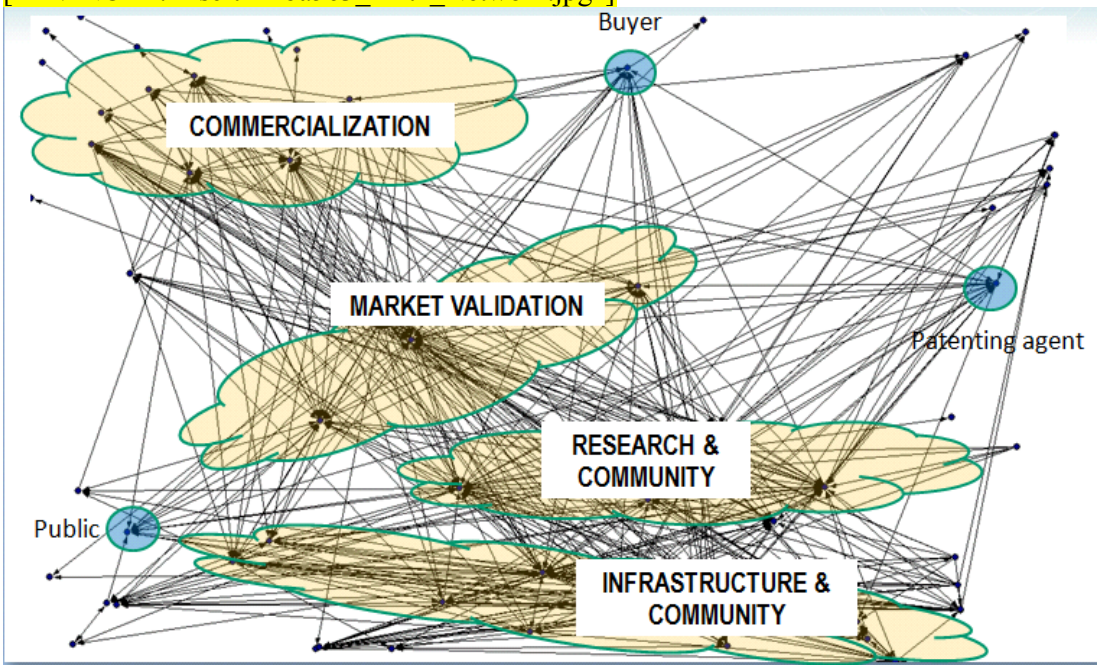
Used with permission. Source: Allee, V., & Schwabe, O. (2009). Measuring the impact of research networks in the EU: Value networks and intellectual capital formation. *Conference Proceedings, European Conference on Intellectual Capital*, Haarlem, The Netherlands, April 28-29, 2009.

The map shows systems of low maturity and low supportability in the bottom left corner. The more they move into the top right corner, the more mature and the more focused the support is, the more the system can be managed. This does not imply though that all networks are able to or even need to move towards high supportability. Cross-border systems will always

be lower on supportability than in-house process networks. Maturity develops automatically. It can be sped up with the right methodologies. Skåne did not display a high maturity or supportability levels due to the fact that it is a new network that is still in negotiation over projects and programmes to be shared, additionally the processes involved in managing these joint activities are not clear cut.

Based upon the 50 companies participating a web crawl was conducted and over 500 organizations identified that participated in the regional innovation system. Examination of the network created through the webcrawl in the above mentioned study revealed that stable network patterns were evident to some degree. The commercialization and market validation patterns were clearly identifiable. The research and community patterns were present in an aggregated manner. A further pattern appeared to be present, specifically one related to creating infrastructure for the regional innovation system. Of interest was also that certain nodes important to the patterns (i.e. buyer, public, and patenting agent) were not central to them and hence raise the question whether their integration should not be improved. The below figure visualizes the network with identification of these stable patterns.

[DEV NOTE: Insert “mba563_m2t4_Network.jpg”]



Skåne Region Innovation Value Network Archetypes

The above figure shows how more than 500 organizations related to each other in various roles in the Skåne region. The clouds represent stable patterns of interaction with a shared purpose. The blue circled roles are “bridge builders” that accelerate the innovation process.

References

Allee, V., & Schwabe, O. (2009). Measuring the impact of research networks in the EU: Value networks and intellectual capital

formation. *Conference Proceedings, European Conference on Intellectual Capital*, Haarlem, The Netherlands, April 28-29, 2009.

Rand Europe (March, 2005). ERAnets – Evaluation of networks of collaboration among participants in IST research and their evolution to collaborations in the European Research Area (ERA). Report prepared for the European Commission Directorate-General Information Society.

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 2.

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Assignment 2.1: Forum Discussion

<!-- Begin Instructor Notes -->
The most important thing students need to recognize in this discussion is that "companies" (i.e. Bank of America) are "regions" in the same manner as geographical zones (i.e. the city of Seattle) or virtual communities (i.e. Craigs List). Once this insight is gained then it will be easy for students to apply the various concepts presented to a variety of contexts. The concept of open innovation can then be used to explain how innovation occurs in the region and how it might be structured more effectively.
<!-- End Instructor Notes -->
In this assignment, you will explore the characteristics of a regional innovation system and the concept of open innovation. Then, you will discuss how these concepts apply to how innovation occurs in your chosen organization.

Procedure

1. As you complete your readings, please post your thoughts on why an organization can be considered a regional innovation system. You might wish to review The Knowledge Innovation Zone for further examples of regional innovation systems.
2. Next, explain how the concept of open innovation can be used to understand how innovation occurs in your chosen organization.
3. This posting should be at least 500 words with references in APA style.
4. Review and comment substantively in at least 250 words each on the postings of at least two other students.
5. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

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Assignment 2.2: Project, Choosing an Innovative Telecommunications Solution

<!-- Begin Instructor Notes -->
In this assignment the student is laying the foundation for their complete course project. Essentially the only limiting factor is their imagination and that the technology chosen needs to be a telecommunications technology in the sense that it is an electronic tool that enables and supports virtual communication. It would also be beneficial for the student to be able to access and use the chosen technology in some form in order to gain familiarity with how it operates. For most Web 2.0 technologies for example, free accounts can be set up with any number of web based providers for this purpose (i.e. www.blogspot.com for bloggers)
<!-- End Instructor Notes -->
After identifying the organization you will be focusing on for your project, you will select a telecommunications technology that is NOT used within the organization that you think would be beneficial and appropriate.

Procedure

1. In a single page select and describe a telecommunications technology that is NOT used in your organization of choice. You can choose any telecommunications technology that meets this requirement. Review Emerging Communications Services for some ideas. APA format is required for references only.
2. Explain why you think that the selected telecommunications technology would be beneficial to the organization. Typical reasons for a technology being beneficial would be that it reduces costs, improves the quality of collaboration, accelerates processes or similar.

[DEV NOTE: include submission.html]

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
[DEV NOTE: include workplace_competencies.html; numbers: 1, 2, 3, 6, 7, 10, 11]

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Module 3: Creating an Innovative Organization

<!-- Begin Instructor Notes -->
This module draws together significant themes around technology and social networks to support the developing student understanding about the importance of self-organization and adoption criteria for new communications solutions in organizations. As before it is important to maintain the discipline of writing succinct and clearly reasoned papers, in addition to developing the competence of pulling together various perspectives and concepts being discussed. The concept of wisdom of the crowds is intentionally slightly peripheral to allow for reflection in respect to how social networks can develop intelligent perspectives and should be used to simplify understanding of the network perspective.
<- End Instructor Notes -->

Overview

In this third module, you will focus on the relationship between the adoption of telecommunication solutions and social marketing. You will explore what it takes to integrate new telecommunication technologies into an organization environment and thereby describe the role of Web 1.0, Web 2.0, and Web 3.0 concepts.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Identify the attributes of a successful marketing campaign for telecommunications solutions.
- Describe the characteristics of Web 1.0, 2.0, and 3.0.
- Describe the adoption factors for new telecommunications technologies.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

16. Complete the assigned Readings.
17. Read Theme 1: Social Media Marketing.
18. Read Theme 2: Web 1.0, Web 2.0, and Web 3.0.
19. Read Theme 3: Wisdom of the Crowds?
20. Complete Assignment 3.1: Forum Discussion.

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21. Complete Assignment 3.2: Project, Integrating New Technologies into the Organization.

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Readings

- *Managing Innovation* (text), Chapter 3

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Theme 1: Social Media Marketing

As we begin to explore how to attract others to new concepts, and hence to accelerate the migration from innovators to early adopters and beyond, we recognize that this is essentially a process of socialization. We socialize our ideas and concepts with stakeholders of the organization and begin discussions that serve to create understanding, support, and co-ownership. We could imagine ourselves as trying to start a "wave" that builds in size and momentum as it moves from the (potentially) blue ocean towards the "shore" where significant adoption of our proposals occur. Socialization of this sort is driven by various communications approaches that are focused around marketing perspectives and are called **social media marketing**.
The concept of **social media marketing**, also known as **social influence marketing** is defined by the use of social influencers, social media platforms, online communities for marketing, publication relations, and customer service in order to build and maintain human relationships between organizations and their various stakeholders. Important to note is that in the context of Internet marketing, social media refers to a collective group of web properties whose content is primarily published by users, not direct employees of the organization. Well known social media marketing tools include Blogspot, Twitter, LinkedIn, Facebook, and YouTube. Major software applications like Microsoft Sharepoint have followed these developments to allow for similar functions to be available within organizational intranets. We should also not forget that existing tools like mailing lists, forums, or chat tools can also be considered as elements of social media marketing.
The origins of social media marketing can probably be seen in *Cluetrain Manifesto*, which was written in 1999 by Rick Levine, Christopher Locke, Doc Searls, and David Weinberger. The key perspective of the manifesto can be summarized by the following quote:
<!-- Begin Quote -->

A powerful global conversation has begun. Through the Internet, people are discovering and inventing new ways to share relevant knowledge with blinding speed. As a direct result, markets are getting smarter—and getting smarter faster than most companies.
Chris Locke, Doc Searls, David Weinberger, & Rick Levine, Cluetrain.com
<!-- End Quote -->
Organized as a set of 95 theses, or calls to action, the ideas put forward aim to examine the impact of the Internet on both markets (consumers) and organizations. As the ability of Internet users grows, we are seeing massive growth in levels of communication between them that demand changes in organizational marketing and communication approaches in order to build and maintain sustainable business models. It is these person-to-person conversations that are transforming traditional business practices radically.

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Virtual Communities

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Behind the concept of social media marketing is the assumption that users of these tools become members of virtual communities that share certain values. These communities lead to identifiable preferences in product and service providers, whereby this preference is based on the alignment of values more than specific product or service characteristics. Community members might therefore be seen as brand followers that can be addressed in a targeted manner by the socialization efforts of the companies that created these brands. We must, however, recognize that these trends are still so new that many bloggers, public relations, marketing, and social media experts vary in their definition of what social media marketing entails. Overall, though, we can safely assume that blogs and social networks make up an emerging social web. The social web includes social media sites and is a location within which social media marketing might take place.

The relevance of understanding social media tools lies in the fact that they are spaces where people are conversing about products and services of an organization. If the organization is not aware of these conversations, then it is missing out on a significant opportunity to learn about what their stakeholders truly experience and think about them and their products or services. The organization is also missing out on the opportunity to influence these conversations in a manner that improves their image and brand, hence stabilizing and improving the relationships with these individuals.

A simple example is provided by the below illustration of a webcrawl performed for a clothing company called Joy (green node middle bottom right). The webcrawl revealed that many potential customers where having intensive discussion around the company and similar products in blogs (top left of the figure). The company was not aware of this initially. After becoming aware of the conversations, the company launched a targeted marketing campaign in the blog environment in order increase visibility and properly address many of the questions the blog members had about fashions, materials, etc. Estimates of the size of the blog population ranged between 3,000 and 15,000 individuals.

[DEV NOTE: Insert “mba563_m3t1_Joy.jpg”]

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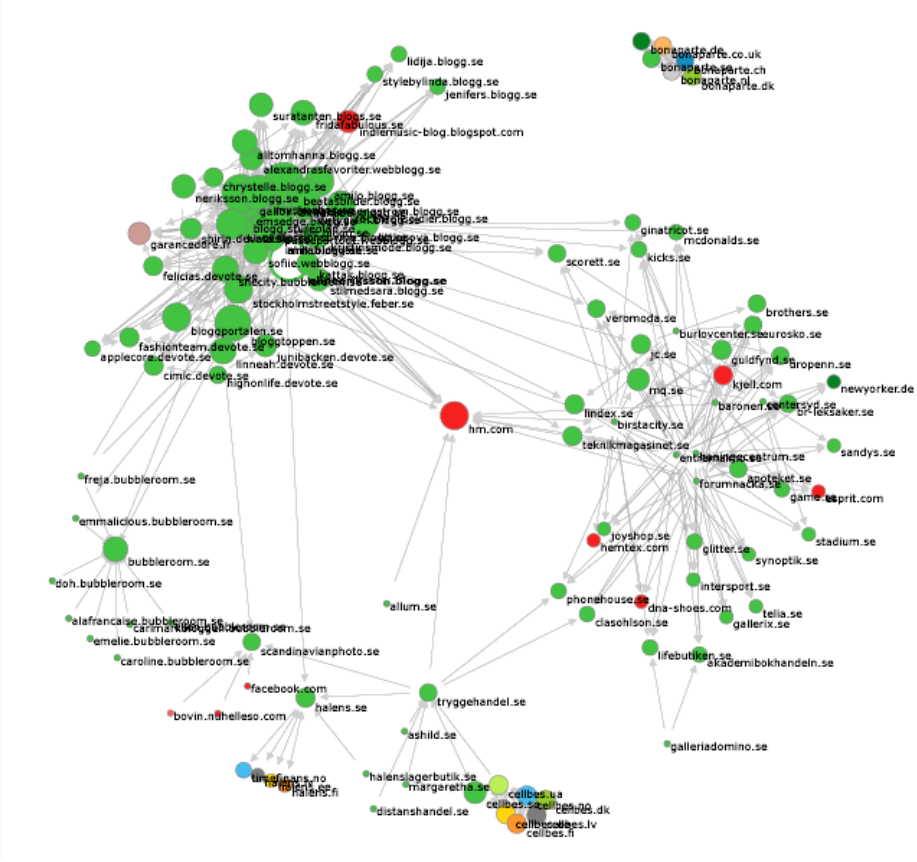

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Created by the course author using Issue Crawler

As the above example illustrates, the sharp growth in use of social media tools has lead to significant conversations beginning to occur among stakeholders of organizations which are outside the normally monitored market spaces. By becoming aware of available social media tools, joining and exploring the communities being created there, and then carefully becoming active members of these, organizations can ensure that they remain aware of market space and brand developments.

When introducing new technologies in an organizational environment, the social media marketing perspective can help you design new ways of interacting with stakeholder communities. It can also help you identify where relevant conversations are happening inside and outside the organization. Awareness of how a new technology is being perceived outside of the organization is important because when presented with new technology proposals for an organization, decision makers will usually explore the perceptions of this new technology in all the communities outside of the organization in the hope of gaining a better understanding of the pros and cons of the proposal. The probability of a successful technology proposal will therefore hinge on understanding the many other perspectives that can only be reached through knowing about and participating in these external communities.

Theme 2: Web 1.0, Web 2.0, and Web 3.0

In the early days of the World Wide Web, websites were few and far between so that simply having a website was usually sufficient to gain attention of people using the web. Today, of course, this has changed significantly; and it is not unusual to find hundreds of websites offering similar services and products. In this respect, the previous paradigm of "build it and they will come" is no longer valid. How often do you go beyond the first page or two of search results in order to find an answer to your question? As the World Wide Web has grown, organizations have changed the way they are using it in order to present themselves and interact with their stakeholders. An interesting experiment to perform is to use the Wayback Machine to explore the history of organizational websites and to examine how they have changed over time.

Fundamental to understanding how the use of the World Wide Web has changed over time is being able to identify the key stages involved. These stages are today called Web 1.0, Web 2.0, and Web 3.0 (or the semantic web). If you understand these stages, you can also think about how these need to be used in order to drive visibility of your own technology proposals within the organizational environment since it is usually coupled with a learning curve of those being targeted. To a great degree, this is similar to navigating users through a stage gate process, except that only when the Web 1.0 offering is stable, can a Web 2.0 offering be adopted effectively.

Web 1.0

Web 1.0 is a retronym and generally used to describe the type of websites in existence before the dot.com crash in 2001. A Web 1.0 website is characterized by web pages that can only be updated by the owner of the website or the formal administrator of the website. In addition, we usually find framesets used in building the websites, and GIF buttons and HTML forms interfacing with email. The key business purpose behind such websites is sharing information about the organization, its products, and its services to the user population of the World Wide Web. The main benefits were reduced marketing costs (i.e. less print materials needed to be prepared) and enhanced exposure to (potential) stakeholders. Many websites that can be categorized as Web 1.0 still exist, are still built, and continue to provide significant benefits to their owners and users.

Web 2.0

In contrast to websites that can be categorized as Web 1.0, Web 2.0 websites are focused less on presenting static information about an organization, and more on providing users with the ability to provide content to websites in an easy manner. Based on the concepts of user-centered design, interoperability, and collaboration, Web 2.0 websites usually provide blogs, wikis, file sharing, and similar applications. It is here

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that the tight connection to social media marketing as discussed in the previous theme becomes relevant. In addition to individual organizations launching such sites to promote their own brands, we are also seeing social communication platforms proliferating where the intent is to provide as many users as possible with the opportunity to communicate and socialize. The business model behind such sites is usually based on advertising revenue versus the product or service sales intent of more traditional organizations.

Web 3.0

The concept of the **semantic web** (sometimes termed Web 3.0) is the natural extension of Web 2.0 in the sense that it is a vision of structuring information in such a form that computers and software can provide more support in finding, sharing, and combining information found on the web. Web 3.0 approaches are in a very early stage of exploration and implementation so that the concept does, at this time, not lend itself to implementations of new technologies in organizational environments as discussed in this course. However, you should make an effort to keep up with Web 3.0 developments that could apply to your efforts in this area in the future.

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Theme 3: Wisdom of the Crowds?

While Web 1.0 traditionally focuses on the presentation of information that is controlled by the organization owning the website, we have seen that Web 2.0 is focused on encouraging visitors of websites to contribute to the content. To some degree, this perspective has always been part of the functions typically found within Web 1.0 offerings, i.e. guest books, online forums, email discussion groups etc. What is different, however, is the emphasis. Web 2.0 perspectives are based on the belief that every person has the right to comment on content found in a Web 2.0 environment--and that every comment has value. A good overview of this mindset can be seen in the concept of wisdom of the crowds, which states "large groups of people are smarter than an elite few, no matter how brilliant—better at solving problems, fostering innovation, coming to wise decisions, even predicting the future." (Surowiecki, 2004)

From this mindset, we can see that Web 2.0 might have a great potential to enable insights superior to those of individual organizations. This is also one possible explanation of why Web 2.0 offerings are usually outside of individual organizations and serve as "meeting points" for like-minded people. To some degree, Web 2.0 undermines the value of expertise by allowing anybody, anywhere to share (and place undue value upon) their own opinions about any subject, posting any kind of content regardless of their particular talents, knowledge, credentials, biases, or hidden agendas (Flintoff, 2007). This is also one reason for the slowness of Web 2.0 adoption within established companies that are by tradition structured by the expert perspective, i.e. a good widget maker is promoted to managing widget makers (Lazear, 2000).

1. When introducing new technologies into an organizational context, Web 1.0 and Web 2.0 concepts can help us understand how to make information about our ideas more visible within the organization (i.e. creating an internal MS SharePoint site about it) and then to begin architecting conversations around the idea in order to gain insight into issues we may not have considered to date (i.e. using blogs). With this effort, while creating an ever stronger basis for social media marketing approaches, we do need to ensure that a clear boundary is drawn between the expert view and the social view to ensure that we are not side-tracked by community members that are not key stakeholders in the adoption process. In addition, we need to remember that inside organizations many potential community members simply do not have the time to familiarize themselves with discussions, and hence either do not contribute at all, or if they do, do not necessarily provide the supportive or constructive input needed. In this respect, it can often be helpful to draw upon external communities for the validation needed internally.

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Flintoff, J. (2007). Thinking is so over. *Times Online*. Times Newspapers Ltd.

Lazear, E. P. (2000). The Peter Principle: Promotions and declining productivity. Hoover Institution and Graduate School of Business, Stanford University.

Surowiecki, J. (2004). *Wisdom of the crowds*. New York: Random House.

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 3.

Assignment 3.1: Forum Discussion

<!-- Begin Instructor Notes -->
This discussion aims to emphasize that simply creating a communications technology innovation has NOTHING to do with whether it will be adopted by the intended user population. Before the dot.com crash the hype around new solutions was sufficient to excite user interest with very little marketing or sales efforts. After the dot.com crash it has become clear that for any solution to find adoption a significant amount of effort is required to identify, educate and invite potential users into a new approach which is why there is a heavy social media marketing emphasis in this module. The continued effort to have students understand the difference between availability, suitability and indeed potential of a solution needs to be maintained. Stories of successful solutions need to be examined from this perspective.
<!-- End Instructor Notes -->
In this discussion, you will explore why simply providing a new telecommunications solution to potential users will not result in wide-spread adoption.

Procedure

1. As you complete your readings, please post your thoughts and stories on new telecommunication solutions that were introduced, but were never widely adopted in your organization.
2. Search for specific examples related to Web 1.0, Web 2.0, and Web 3.0.
3. If you have never experienced such a situation, discuss an example from the course materials or search online for a fitting example.
4. This posting should be at least 500 words with references in APA style.
5. Review and comment substantively (in at least 250 words) on the postings of at least two other students.
6. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

Assignment 3.2: Project, Integrating New Technologies into the Organization

<!-- Begin Instructor Notes -->
This assignment ties together three critical tasks that together form the foundation for integrating technologies successfully into an organization. The length limit will again be a challenge for students but needs to be enforced as usual. The first task addresses the question "what´s in it for me" and is then followed by discussion of a key barrier to adoption which is the problem of migrating operationally significant content into the new technology being proposed (a significant issue to ensure that solutions do not lead to fragmenting of organizational processes). Based on these two points students are made to build a first bridge into the social media marketing perspectives that have proven most effective to introducing new communications solutions into organizations.
<!-- End Instructor Notes -->
In this assignment, you will explore how to integrate your chosen telecommunications technology into the organization.

Procedure

1. In a single page with APA style references:
2. Describe why potential users of the selected telecommunications technology might be interested in using it.
3. Explain how they can ensure that the content can be integrated into their other data environments.
4. Describe how social marketing approaches might be used within the organization to support and enhance adoption rates.

[DEV NOTE: include submission.html]

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
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Module 4: Developing an Innovation Strategy

<!-- Begin Instructor Notes -->
The heartpiece of this module revolves around understanding how to create a compelling value proposition that is focused on creating a solution that decision makers will support. In this respect we are not looking for financial return-on-investment considerations, but for the ability to present the intended solution in such a manner that decision makers will feel comfortable in supporting the proposal. It is also important to ensure that students understand that the greater the blue ocean component in a proposal (theme 2) the more emphasis must be placed in addressing the factors mention in theme 1.
<!-- End Instructor Notes -->

Overview

In the fourth module, you will focus on creating a general business case for the selected telecommunications technology and point toward potential implementation approaches. The concept of **blue ocean strategy** is introduced as a way of outlining ideal implementation paths as the basis for understanding potential limitations to the intended innovation strategy.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Create a compelling value proposition for a new telecommunications technology.
- Specify how “blue ocean” thinking can enhance innovation capabilities.
- Distinguish between rational, incremental, and radical innovation.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

22. Complete the assigned Readings.
23. Read Theme 1: Arguing the Benefits of New Telecommunications Technologies.
24. Read Theme 2: Blue Ocean Strategy.
25. Complete Assignment 4.1: Forum Discussion.
26. Complete Assignment 4.2: Project, The Business Case.

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Readings

- *Managing Innovation* (text), Chapter 4

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Theme 1: Arguing the Benefits of New Telecommunications Technologies

Any effort to introduce new technology into an organization will at some point in time require a formal, written proposal. Part of this proposal will be a section discussing the benefits that the new technology will provide. In another section of the proposal, the efforts for implementing the new technology will be compared to the benefits expected and an expected **return on investment (ROI)** calculated. This ROI will then be compared against the minimum ROI the organization requires from an internal project (usually between 20% and 30%). Then a decision will be made on whether or not to support the project. Clearly, all benefits and efforts are being translated into monetary figures, and non-quantifiable benefits and costs are largely disregarded. This is the bottom line in organizational decision making in respect to new efforts.

The question of whether resources are actually available for the project is often considered after the initial decision on whether to proceed or not. Since all projects in an organization compete for resources, a new project may result in resources being diverted away from other projects if the ROI is more promising or if other projects are not performing as expected. The more operationally focused decision makers are, the less chance innovative approaches usually have, since these have yet to truly prove themselves–operation decision makers are late adopters most of the time.

Be prepared: There will be resistance no matter how well you prepare yourself. This resistance can come from budgetary, interpersonal, or political concerns. At other times, we come face to face with a kind of resistance we are ill-equipped to deal with: the deep seated belief that computers, technology, and everything that goes with them are nothing more than foolish fads that will pass, along with all of the rest of the business gimmicks in the last 50 years (Kalvar, 2004).

The question that arises, therefore, is how the benefits of a new telecommunications technology might be argued to ensure the greatest possibility of acceptance in the decision process. The following points need to be carefully considered in order to aid with this:

[DEV NOTE: Link from each question below to the matching question and its answer sections below. These should either come up in a pop-up window or within the page below the question itself—as we sometimes do for problem solutions. TLR]

- Is there a specific problem being addressed that decision makers suffer from?
- Is there a significant percentage of the intended user population that is already engaged in using the technology?
- Are other organizations that decision makers know about using this technology?

- Why should you be trusted to manage the implementation?
- What common analogies can help decision makers understand the technology?
- Since similar projects have probably failed in the past, what is different now that will prevent failure?

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Many more questions may of course arise, however, if you can address the above points in a clear and concise manner (supported by a thorough proposal) it is possible to create the conditions for a more objective review of your proposal.
[DEV NOTE: The sections below correspond to the questions above and should link from them in pop-up windows.]

Is there a specific problem being addressed that decision makers suffer from?

Proposals that do not address a specific problem have little chance of success in most organizations because management is so occupied with trying to solve or work around problems that they seldom have time to think about other things. If you can demonstrate that your proposal will solve a problem that regularly demands time and attention, you will get attention and consideration.
Remember, though, that the proposal needs to directly solve the problem and not just create conditions for the problem to be resolved by others. A simple example might be a proposal for a technology that allows managers to be notified by a **short message text (SMS)** on their mobile phones if an IT system fails. This directly solves the problem of being called by an irate customer about an IT system not working and not knowing this before the call (not an unusual situation in IT services companies). If the technology needed the manager to log into some application to see the status of IT systems, this proposal would not solve that problem.
Some proposals are focused on very qualitative issues (i.e. collaboration in virtual teams) or on creating new opportunities (i.e. a new service to customers that could generate revenue). These types of proposals do not solve problems at first sight, and you need to link them to problems management faces. For example, for collaboration in virtual teams, the problem might be the inability to have a daily status check with project managers in remote locations. Or, for the new service, the problem might be formalizing service level agreements with customers or reaching specific revenue goals at times where other products are not sold (remember that most products and services do not sell at the same rate throughout the year).

Is there a significant percentage of the intended user population already engaged in using the technology?

One of the primary reasons that the implementation of telecommunication technologies fails is that potential users do not start using them.
Management has seen this happen again and again, so they will rightfully be worried that the new technology will eat up resources to be implemented

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and then end up not being used. Being used, of course, does not mean that the technology is providing measurable business value. However, it is an important first step.

Based on the previous course modules, you should have gained an understanding that it is extremely helpful to pilot new telecommunications technologies in the organization to explore the extent that innovators and perhaps early adopters are willing to test them in various operational environments. Ideally, when the point arrives that you need to formally pitch your proposal, there will already be a small community of users actually using the technologies in their work. It may seem, therefore, that the formal proposal is purposeless since the technologies are already being used, but you need to remember that to enable a technology to run at a large scale requires significantly more investment and attention than a piloting approach.

A small example might be using wikis to help a team collaborate on a project; a wiki can easily be created for free using a third party provider (i.e. not using the internal IT department); and the team can then proceed to use it—that would then be an example of piloting that could be discussed in the proposal. The more people you can point to that are using the technology actively the better!

Are other organizations that decision makers know about using this technology?

In the previous section, we discussed that part of your value proposition must be that others in the organization are already using the telecommunications technology you are proposing. In addition, you must be able to point to places OUTSIDE the organization where this technology is in active use. Note that it will not be sufficient to point to companies where the technology is being used, you must be able to observe how it is being used. Decision makers must be able to actually go to the places being mentioned and see it in use; this could be called a "fishbowl" where all activities can be viewed as they happen.

An example might be if you are proposing to introduce chat technologies like Twitter because decision makers can register for Twitter and then actually see it working. The importance here is that while the previous point showed decision makers that the tool is already being adopted inside the organization in a small manner, they can now see that it is being used extensively in other places. Decision makers can then envision what the future use in the organization might be like.

Why should you be trusted to ensure the implementation?

Remember that similar projects are likely to have been tried previously and failed dismally. Decision makers know that there is a risk with any effort like this; and, having experienced failure in the past, they will want to know why you should be able to avoid these. What makes YOU so special that this attempt now will not fail? Do not underestimate this point since the success of the project will depend on your efforts.

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The best way to address this is to highlight your past successes with similar efforts. However, you may not always be able to do this. If you feel you cannot convince the decision makers based on your own experience, you need to put together a team of mentors, supporters, and experts who combined can convince them that this not going to fail. A team of inexperienced visionaries are not going to get approval for a project! Pointing to case studies will not help either because decision makers will need to fully trust the experience of the team – team members must be known to the decision makers.

What common analogies help understand the technology?

New technologies scare managers because they are not familiar. Not being familiar with something they need to decide upon, and knowing that similar efforts have failed in the past, are conditions that seldom lead to approving a proposal. The challenge, therefore, is to accept that this fear exists and to find common analogies that are understood and allow for understanding the basic situation of what is being proposed.
A small example might be that if you are suggesting the use of wikis, you explain that this is quite similar to how document management systems work where people check out documents, edit them, and then check them back in; the difference being that the wiki can be accessed directly by a web browser. The more the analogy falls within the comfort zone of the decision maker the better. Analogies do not have to be within the organization, they can be things that happen in our private lives as well, maybe in schools the children of decision makers attend, for example. Analogies are to be used with caution and carefully selected; if an analogy is too simple then decision makers will not understand why you require resources in order to implement the technology. If analogies are too “casual,” then there will be a concern that they are not “serious” enough for the organization.

Since similar projects have probably failed in the past, what is different now that will prevent this?

The final point to consider is the conditions for failure. As we have noted previously, similar projects will have failed in the past. While your personal experience (or that of the team) is an important factor for the effort itself, it is just as important to understand the factors outside of the project may have caused it to fail in the past. If these factors have disappeared, then it is important to simply make this explicit (i.e. a company merger during a similar project five years ago has been completed). Should these factors still exist (i.e. low staffing levels in support teams), then you will need to explain convincingly how you will ensure that the factor will be handled in order to avoid it raising the risk of project failure. When you prepare this point, you will need to make sure that you have talked to people involved in the previous effort and gained their support for your approach. Remember that it is usually acceptable to make a mistake once (i.e. authorize a project that later fails), but if this happens a second time, the decision makers will

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run into their own problems and rightfully wish to avoid additional mistakes.

[DEV NOTE: This is the end of the pop-ups.]

The above considerations should give a good orientation for arguing the benefits of new telecommunication technologies inside the organization. The most important point to recognize is that such decisions are only made superficially based on measurable ROI. The other point to remember is that the less understood the proposed solution is, the more significant the above points will weigh into the decision making process. In this respect the next theme examines how new or unknown the proposal may be and hence helps understand the emphasis that needs to be taken in addressing the above points.

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References

Kalvar, S. T. (September, 2004). Proving to business leaders that new technology is not just a gimmick. *Tech Republic*. CBS Interactive Inc.

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Theme 2: Blue Ocean Strategy

In theme 1 we examined a number of factors that need to be considered in order to gain support for an innovative communications technology proposal. In this theme we will seek to understand how comfortable decision makers and the organization may be with the proposal. For this purposes we will examine the concept of the blue ocean strategy. The more "blue ocean" a proposal is, the less comfortable decision makers will feel with the proposal and hence the more important the challenges mentioned in the previous theme will be.

As we seek to introduce new telecommunication technologies in an organization, many similarities arise to the introduction of new products or services in industries as a whole. In many cases, we see an even greater similarity to introducing new product or services where corresponding industries do not even exist! In order to understand the factors and dynamics involved, it is important to understand the concept of the.

Industries that already exist are called *red oceans* and are characterized by clear boundaries, standards, and high maturity of products and services. Many players exist in the industry and competition occurs mainly via price since we are essentially looking at a commodities market. The term "red" derives from the fact that competition is so intense that we could draw upon the analogy of "war" to describe it.

Blue oceans are industries of the future, where players, standards, and rules are not yet defined clearly. The potential of an industry being created can be seen by some very early players in the innovation phase such as those explored in module 2. Blue oceans are waiting to be defined by organizations willing to assume leadership positions and potentially capitalize on shaping an industry in its early stages.

For many organizations, the future in red oceans is questionable for many reasons. The desire to survive remains strong, however, so that the chance to break out of a red ocean industry is seen as a significant opportunity for maintaining the organization. Making the competition irrelevant, even if for only a short time, is appealing. Typical signals for a blue ocean strategy being of potential interest are factors such as commoditization of core offerings; mergers and acquisitions seen as key tools for growth, outsourcing continuously explored; or more and more discounts need to be offered in order to close a sale.

Remembering that industries with all their structures and boundaries are only definitions of a stage, organizations considering blue ocean strategies try to escape from the relevant mental models and go after developing needs and solutions. They try to create new markets and then, having created them, control them to a degree that high margins and market shares are possible, at least until the industry slowly begins to turn red. The challenge is how to identify or create this new demand with available resources. Typically, this is achieved through the focus on differentiation and low costs. At the same time, the organization recognizes that they then come

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into control of how attractive an industry might be – their own brand has the power to shape it without the influence of competition.

Blue Ocean Perspective – Past and Future

The blue ocean perspective is not new, although the term is new. "Old wine in new skins," therefore? Maybe to some degree, but overall markets have changed so significantly in the last 60 years or so that new paradigms are definitely needed to master them. Looking back a century, we see that many of today's industries were then unknown, i.e. automobiles, music recording, aviation, petrochemicals, health care, and management consulting were unheard of or had just begun to emerge at the time. Looking back only a generation, we see many multibillion-dollar industries emerging from nowhere, i.e. mutual funds, cell phones, gas-fired electricity plants, biotechnology, discount retail, express delivery, minivans, snowboards, coffee bars, and home videos to name a few.

If we apply the same thinking and look forward a generation or two, we will probably see that many new industries are arising, while other ones are disappearing. Industries are dynamic and change. The underlying principle is whether an organization can predict new industries that might emerge, and whether it is possible to assume a leadership position in them as early as possible. The ensuing questions are what risks are involved and how can these can be mitigated?

Blue Ocean Strategy Risks and Barriers

Normal organizational strategies are risky in and of themselves, so the question is not whether or not there is risk involved, but whether the risk is manageable. From a blue ocean strategy perspective, there are six risk areas that are to be considered: (1) search risk, (2) planning risk, (3) scope risk, (4) business model risk, (5) organizational risk, and (6) management risk. The first four risks revolve around strategy formulation, and the remaining two around strategy execution.

The importance of considering taking a blue ocean strategy is growing importance in organizations. Almost all industries are commoditized; and technological advances are driving price competition and blurring differentiation. Declining populations in many regions of the world are at causing markets and their demands to shrink. As supply rapidly overtakes demand and brands weaken, the challenge is not whether to engage in a blue ocean strategy, but how and when.

Once interest in blue oceans develops, it is important to identify some of the major initial hurdles that will be encountered. Indeed there is great similarity to those discussed in the previous theme. Some barriers to consider are:

1. Little practical guidance exists in creating and capturing blue oceans. This means that managers need to learn new approaches, mindsets, and methods.

2. Management is intimately familiar with how to compete in red oceans – it is their comfort zone and leaving that is difficult.

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3. Blue oceans need new brands and these may conflict with existing brands, so that a threat arises for the existing organization' sustainability.

4. Substantial changes are needed in existing business practices, usually of highly political nature.

Overall, we can see that the concept of blue and red oceans is strategically important for the organizations of today. The above is if course not only a high level perspective, but also focused on industries as a whole. What an industry is for an organization as a whole, is the same as what a business unit, a product, or a service are inside the organization. Indeed the concept of blue ocean strategy is just as valid inside the organization as it is outside of it. In respect to the telecommunications innovation proposal you are working on in the course you hence need to reflect to what degree it may be blue ocean, red ocean or mixture thereof. The risks and barriers of blue ocean perspectives can then be applied in the same manner as they can be applied by the organization to an industry as a whole. The fax machine was initially introduced in blue oceans inside organizations for example, and one could argue that the telegram has repositioned itself in a blue ocean as well. Another example might be Web 2.0 technologies being enabled inside the organization—while being a threat to established communications technologies, it does have many blue ocean characteristics.

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 4.

Assignment 4.1: Forum Discussion

<!-- Begin Instructor Notes -->
The important thing to ensure in the discussion submissions is that students reflect explicitly between the type of innovation they are proposing and the innovation strategy they are suggesting. There is not "cut and dried" alignment between the two due to context dependencies, however students should be able to explain why they arrived at the innovation categorization and strategy proposal.
<!-- End Instructor Notes -->
In this discussion, you will explore various types of innovation strategies and how to chose between them.

Procedure

1. As you complete your readings, decide whether your proposed innovation is rational, radical or incremental.
2. Post your thoughts on what type of innovation your proposed innovation is and to what extent a blue ocean strategy might be suited for introducing the chosen new telecommunication technology to your organization.
3. Justify and support your choice.
4. This posting should be at least 500 words with references in APA style.
5. Review and comment substantively in at least 250 words each on the postings of at least two other students.
6. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

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Assignment 4.2: Project, The Business Case

<!-- Begin Instructor Notes -->
Of special importance in this assignment is step 4 in the procedure since this forces students to think about how the business benefit intended could perhaps be achieved with alternative approaches. This is important because it highlights the need to address creating a solution to a problem and not advocating a technology for the sake of the technology. Students should be encouraged to think about whether the existing communications technology landscape might offer opportunities for using established technologies to achieve the same or similar effect.
<!-- End Instructor Notes -->
In this assignment, you will create a basic value proposition for the new telecommunication technology you are planning to introduce into your chosen organization.

Procedure

1. In a single page paper with APA style references
2. Describe the problems your new telecommunications technology might solve within the organization.
3. Describe what opportunities might be created if the technology solution were adopted widely.
4. Reflect upon alternative solutions that might compete with the one you are recommending.
5. Determine to what degree your proposed solution is based on a blue ocean perspective.
6. Submit your work to your sponsor for review and commenting.

[DEV NOTE: include submission.html]

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
[DEV NOTE: include workplace_competencies.html; numbers: 1, 2, 5, 6, 7, 10, 11]

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Module 5: Open Innovation & Networks

<!-- Begin Instructor Notes -->
For many students this module will be challenging since they are required to shift away from a "build it and they will come" technology mindset to identifying and presenting the solution and value proposition of their effort. In this respect the module marks a significant milestone in the course since it sets the complete foundation for the argumentation required in the final two modules as students finalize their communications innovation proposal. The wide range of potentially disruptive technologies explored in the discussion sets the perspective for seeing how it is less the technology than the unique value proposition that propelled these to success, and hence the crafting of the elevator pitch in assignment 5.2. Care needs to be taken that students do not misinterpret the shortness of work being submitted with a low level of effort in creating this – pointed checks to ensure that the relevant effort is being made are important.
<!-- End Instructor Notes -->

Overview

The fifth module of the course is focused on exploring different approaches in innovation strategies in relation to the previously created value proposition and then developing a focus for selling "solutions" versus "technology" to a stakeholder environment.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Explain the difference between selling solutions and selling technology.
- Discuss the characteristics of disruptive innovation.
- Develop an "elevator pitch" to sell an innovative communications solution to company stakeholders.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

27. Complete the assigned Readings.
28. Read Theme 1: Selling the Solution and NOT the Technology.
29. Read Theme 2: Creating Value.
30. Read Theme 3: Disruptive Innovation.

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31. Read Theme 4: Innovation and Your Proposal.
32. (Optional) Complete the Self Quiz.
33. Complete Assignment 5.1: Forum Discussion.
34. Complete Assignment 5.2: Project, Selling the Solution.

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Readings

- *Managing Innovation* (text), chapters 5 & 6

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Theme 1: Selling the Solution and NOT the Technology

As we have learned in the themes of the previous module, selling a proposal is a challenging endeavor and requires close attention to a number of particular points that are not directly related to the technology being proposed or the problems it may help solve. In this theme, we will explore in more depth what it takes to sell a *solution* to a problem, acknowledging that how the solution is delivered is usually secondary, even if we are enamored by it.

What we first need to recognize is that when we are pitching our proposals, we are acting as salespeople in a quite complex environment. As the variety and complexity of products and services that can address a particular issue grows, so does the need for sales efforts to focus *less* on the specific products and services (since there is a plethora of these) and *more* on the specific solution being created (since that is unique). This also means that your effort needs to move from a product selling (i.e. bells and whistles) or "pain-killer" approach (i.e. aligning with mindset and issues of buyers) to a consultative approach that focuses on providing accurate diagnosis and ensuring the best outcome for the decision maker – even if this means withdrawing a proposal or recommending other approaches. The foundation for a solution sale is that an internal, high-quality, decision-making process is in place. Unfortunately, however, this is seldom the case. So, an additional focus of an effective solution sale needs to be collaborating with the decision makers to create such a specific decision-making process during the proposal generation and preparation process.

Another unique point about solution selling is that probably only 10% of the decision makers approached truly need the relevant solution. The remaining 90% are not experiencing the problem as you may have defined it, and hence are not sufficiently inclined to consider your solution favorably. There might be other proposals of importance for them to allocate scarce resources to.

Four Stages for Selling a Solution

Selling a solution essentially involves four basic stages:

1. Discovery
2. Diagnoses
3. Design
4. Delivery

Your role, as the salesperson is to assist the decision maker in developing a good decision process that allows them to make an informed and correct decision. Let us look at these factors a little more carefully.

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Discovery is the process of research and preparation to engage and serve the decision makers we will be approaching. In traditional sales, this is considered *prospecting and qualification*, but in our context, we obviously have little control over who will actually be making the decisions about our proposal. While we do have some influence on who we might draw upon as an advocate of our proposal, the final decisions are made by a predefined group of individuals that we are aware of from the beginning.
In a first step, therefore, we need to discover who these people are, what their responsibilities are, and what they need in order to fulfill their responsibilities. The tighter we can link our proposal to their needs and responsibilities, the more likely it will be that they will have an interest in our proposal. Thinking back to the previous module, this relates to the "problem" that we need to design our solution for.
Diagnosis is a process of interviewing decision makers during the process of designing a proposal that is designed to help you communicate in a non-threatening way and understand their problems. Typical and important interview questions are:

- Pinpoint a specific area of concern.
- What physical evidence exists that makes the concern transparent?
- Is the magnitude of the issue is something all stakeholders would agree on?
- What solutions are being considered at this time?

The **Design** phase is a joint effort that helps decision makers create, understand, and own the solution that will be offered. We are not talking about formal presentations, but about an interactive process that includes establishing the decision maker's expectations and exploring alternatives to the specific solution in mind. Since we need to ensure that decision makers trust the integrity of the design process, the design phase must distribute ownership of the solution.
Finally, in the delivery phase we demonstrate and quantify the value we have brought to the decision maker with a predetermined measurement process.

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Theme 2: Creating Value

Even if you are listening as hard as possible to the decision makers in order to ensure that the proposal meets their specific needs for solutions, you should not be innovating beyond their ability to comprehend the value of the solution. You must add value through your efforts by helping them understand the real value of the new technologies they are being asked to help introduce and managing the change required to implement the new technology within the organization. If you do not do this, you will experience the decision makers looking for things they do understand and relate to. In the absence of a quality decision-making process, the decision degenerates to the lowest common denominator—typically costs and tangible specifications (see Module 4, Theme 1). [DEV NOTE: Link to Theme 1 of Mod 4.]

You must therefore remember that your role is to CREATE value during the proposal process, not merely communicate value. Your efforts need to help decision makers understand the business problem they face and point out issues they have not even considered. You are taking the decision maker into levels of comprehension they would never reach on their own. Without this value-creation process, whatever you are selling will inevitably become commoditized and run the significant danger of not being supported based on arguments unrelated to your proposal.

In summary, here are a few key points to remember when you are working to sell a solution:

1. In the proposal development process, you might begin to recognize that what seemed beneficial initially, may not be so after all. Indeed, experience shows that more than one-third of all proposals submitted to decision makers should have been withdrawn before submission for precisely this reason. There is nothing wrong with coming to this conclusion. It simply means going back to the drawing board and redesigning the proposal to cater to the solutions needed by decision makers. This is definitely more fruitful than fighting to get approval for proposals that will leave decision makers disappointed or the project team with no chance for successful implementation. Walking away from a situation that is not profitable for anyone is the right thing to do.

2. Never ask for or pressure the decision to accept your proposal. If you have to ask for the decision or apply pressure, the decision maker has missed something, and this is YOUR fault. If the collaborative exploration has been completed, and there are recognized problems that can be eliminated by the solution you offer, the decision to support your proposal will automatically come as the next step. This perspective may be contrary to some sales techniques you have encountered in the past, however those are

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suited for product sales from the outside into the organization, NOT for complex sales inside it.

3. You will gain more credibility through the questions you ask than through the stories you tell. Every decision maker expects proposers to say good things about themselves and the proposal they sell. Thus, the stories you tell are rarely taken seriously and are frequently discounted. What is taken seriously is the concern and knowledge you display in learning about the customer's situation. Ask thought-provoking questions that help you understand the decision-makers' unique situation. When the decision maker hears your question, he should say to himself: "She wouldn't be asking that if she didn't understand our business."

4. People never say what they really mean - at first. People learn from a very early age that saying what is really on their minds can have negative consequences. As a result, they are cautious to express their real feelings until they feel safe with another person. The professional proposer "peels the onion" to allow the decision maker a feeling of safety, which allows for the free expression of thoughts, opinions, and feelings. This does indeed mean that one of the critical proposer's tasks is get the audience feeling comfortable with them personally as well as feeling comfortable with the topic!

5. You cannot sell a group. A guaranteed prescription for failure is to present to a group without having first identified and appealed to the critical perspectives of its members on an individual basis. By the time you present the solution, there should be no surprises to anyone. Everyone should be aware of how the proposed solution will impact them, and enough support should exist to guarantee that the group decision will be a mere formality prior to implementation of the solution.

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Theme 3: Disruptive Innovation

When we consider the concept of innovation, we begin to recognize that it needs to be differentiated carefully along a spectrum that considers the degree that an innovation diverges from the expected continuous improvement of a product or service.

The term *disruptive technology* originated from writings of Clayton M. Christensen (Christensen, 2003). The concept of *disruptive technology* slowly gave way to *disruptive innovation* because he recognized that few technologies are intrinsically disruptive or sustaining in character. It is the strategy or business model that the technology enables that creates the disruptive impact. The groundbreaking nature of the work lay in its ability to identify, describe, and validate not only various forms of (technology based) innovation, but above all being able to categorize these along a spectrum of sustainable versus disruptive characteristics.

Essentially, the following two types of innovation exist: (a) sustaining, and (b) disruptive.

Sustaining innovation can be broken down into two key perspectives: (a) "revolutionary" or "discontinuous" innovation, and (b) evolutionary innovation. **Evolutionary sustaining innovation describes** innovations that essentially improve a product or service in an expected manner. Indeed, it is often difficult to distinguish these from products and services that evolve as a result of continuous improvement efforts (i.e. fuel injection).

Revolutionary sustaining innovation, in contrast, creates new markets that allow users to solve problems in a radically different way (i.e. digital photography).

Disruptive innovation, in contrast to sustaining innovation, creates new and unexpected markets that thrive based on addressing totally different values than before (i.e. music file sharing), typically by being lower priced or designed for a different set of consumers. Disruptive innovations can be broadly classified into *low-end* and *new-market* disruptive innovations. A **new-market disruptive innovation** is often aimed at non-consumption (i.e., consumers who would not have used the products already on the market), whereas a **lower-end disruptive innovation** is aimed at mainstream customers for whom price is more important than quality.

References

Bower, J. L., & Christensen, C. M. (January-February, 1995). Disruptive technologies: Catching the wave. *Harvard Business Review*.

Christensen, C. M. (2003). *The innovator's dilemma*. New York: Harper Paperbacks.

Christensen, C. M., & Raynor, M. E. (2003). *The innovator's solution*. Boston: Harvard Business School Press.

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Theme 4: Innovation and Your Proposal

Reflecting on how the concepts in this module relate to the telecommunications technology proposal you are developing in this course, you can see that depending on how you position the technology suggestion, different questions will arise regarding its implementation. You should also recognize that the potential for a technology proposal to be accepted and successfully implemented may indeed increase the less disruptive it is! By understanding the different types of innovation, you can shape and focus our proposal in a manner that decision makers agree with most easily – remind yourself that the goal of the proposal is to get it approved, and not to sell a worldview!

Remember that the more disruptive a technology proposal is, the more it might threaten vested investments and interests so that even the greatest value proposition will not be accepted in the interest of maintaining established structures. On the other hand, technology proposals that are highlighted from the perspective of evolutionary sustaining innovation, while at the same time downplaying their disruptive potential, may pass more easily through the various decision making stages within the organization.

Flash memory, for example, is quickly disrupting the personal data storage market that has been based on CDs, DVDs, and external hard disks. Inside an organization, this would threaten investments made in document management and archiving systems if the technical and cost benefits were argued in comparison to these, thus leading to a low level of acceptance in a proposal scenario. On the other hand, if their implementation were argued from the perspective of being able to order less expensive laptops (without CD/DVD slots) in an upcoming order, then the potential of receiving support would be higher.

You must also recognize that disruptive innovations do not disrupt industries overnight. They drive change in a subtle manner; and usually the traditional industries only take notice them after a few years when they identify these as the driving factors for declining business performance. The music industry realized very late that declining sales of CDs were not due to unattractive music being sold, but that people were “re-using” digital versions via services such as Napster. By then, the market for the music industry had shrunk significantly as a whole. A completely new industry had developed to the degree that it now impacted the mature industry massively. Would the music industry have “betted” on this happening and perhaps even joined the developments as part of a blue ocean strategy? Probably not, since the original new market was very small and hidden in a virtual world not being observed.

Think now about the telecommunications technology you are proposing and try to categorize it based on the discussions above. Think about how you might be able to argue it as a sustaining rather than a disruptive innovation for your organization, since as discussed above it may be beneficial to present it in the proposal as a sustaining one.

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Since the development of new (telecommunication) technologies is rampant, review a few potential technologies and reflect on their future. Are the technologies below sustaining or disruptive? Why?

- E-books versus paper books
- Download movies versus DVDs
- Download music versus CDs
- Voice over IP (VoIP) versus traditional telephone and mobile phone service.
- Web TV versus broadcast television.
- Open source software versus proprietary software.
- Digital photography versus film based photography
- Light emitting diodes (LEDs) versus light bulbs
- Contact lenses versus eye glasses

The vote is still out! You are welcome to discuss some of these with your peers in the course Forum.

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 5 and the Self Test Quiz for Chapter 6.

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Assignment 5.1: Forum Discussion

<!-- Begin Instructor Notes -->
Two points are of importance in this discussion and need to be carefully facilitated. The first point to ensure is that every student must pick a DIFFERENT technology in order to ensure a sufficient bandwidth of perspectives developing. The second point is that students must learn to argue the "disruptive" nature of their choice, whereby they may come to the result that their choice is not disruptive and this is acceptable. Careful research and leverage of course learning to date should be emphasized and ensured.
<!-- End Instructor Notes -->
In this discussion, you will identify disruptive telecommunications technologies in the history of telecommunications and discuss whether your chosen new telecommunication technology is disruptive.

Procedure

1. As you complete your readings, please post examples of disruptive innovation driven by telecommunication solutions. Explain the characteristics that made them disruptive and describe the impact they had on various organizations (not necessarily your own).
2. Your first post needs to have the name of the innovation in the title and simply indicate that you will research it. Do not choose an innovation identified by a peer, but you may chose an innovation mentioned in Theme 2.
3. Next, discuss whether or not your chosen new telecommunication technology has disruptive characteristics.
4. This posting should be at least 500 words with references in APA style.
5. Review and comment substantively in at least 250 words each on the postings of at least two other students.
6. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

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Assignment 5.2: Project, Selling the Solution

<!-- Begin Instructor Notes -->
Although very short (100 words) this assignment will demand a significant effort from students as they revise their elevator pitch continuously in order to hone it down to 100 words. Students should be encouraged to get as close to 100 words as possible and NOT permitted to exceed this limit. Again this is not only a content driven assignment, but one that demands clear, concise and well thought out writing. It is recommendable to ask students to share drafts of their elevator pitches as early in the week as possible in order to have peers supporting each other.
<!-- End Instructor Notes -->
In this assignment, you will focus your previously created business case as a "solution" sale versus a "technology" sale.

Procedure

1. Create a 100 word description of the solution you are developing. The description may NOT include a reference to the chosen new telecommunications technology. The description MUST point to the value you intend to create. This is also called an "elevator pitch": "An elevator pitch is an overview of an idea, product, service, project, person, or other Solution and is designed to just get a conversation started." (http://www.elevatorpitchessentials.com/essays/ElevatorPitch.html)

2. Submit your work to your sponsor for review and commenting.

   Note: You are encouraged to share drafts of your elevator pitch with your peers for review and commenting as early as possible in the week. The more peer support that can be created the higher the quality of your final effort. It is also not unusual for such a description to go through a dozen or more revision cycles.

[DEV NOTE: include submission.html]

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
[DEV NOTE: include workplace_competencies.html; numbers: 1, 2, 5, 6, 7, 10, 11]

Module 6: Forecasting and the Diffusion of Innovations

<!-- Begin Instructor Notes -->
The primary intent of this module is to ensure that students understand that the planned implementation of an innovation needs to start with a prototype and a group of suitable early adopters. Emphasis needs to be made that the focus is on creating a small community of users applying the intended innovation to a small context in a controlled manner as the basis for evidence in the proposal. The reasons that this assignment was not included in an earlier module are (a) to avoid students being influenced by other developments in their organization since innovation at this stage in an organization needs to be driven organically versus coordinating across complex structures, (b) ensuring that students have a fundamental understanding of innovation and innovation diffusion before they begin exploring activities across the organization, and (c) potentially having students experience the reality of innovating with a passion only to then find that other departments are already working in the same direction and that their project may be merged with the other – which is a success in itself since instead of being declined the proposal is supported and continued.
<!-- End Instructor Notes -->

Overview

The sixth module of the course aims to help develop a pragmatic, actionable, and viable approach to telecommunications innovation in organizations. Approaches to working with various organizational dynamics are discussed and ideal starting points for triggering innovation change processes are identified.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Assess the current Web 1.0 and Web 2.0 solution landscape.
- Identify early adopters.
- Develop an implementation plan.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

35. Complete the assigned Readings.
36. Read Theme 1: Prototyping.

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37. Read Theme 2: A Prototyping Example.
38. Read Theme 3: Innovating Under the Radar.
39. (Optional) Complete the Self Quiz.
40. Complete Assignment 6.1: Forum Discussion.
41. Complete Assignment 6.2: Project, Implementation Plan.

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Readings

- *Managing Innovation* (text), chapters 7 & 8

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Theme 1: Prototyping

The term **prototyping** refers to the creation of a prototype, which is usually a functional yet scaled-down version of an intended final product or service. A prototype is designed to allow for testing and validation of products or services in their final development phases, hence serving as a **proof of concept** that the relevant product or service will generate the intended value. Prototyping refers to the process of creating such a proof of concept and involves future users of the final product or service to test it and provide feedback for optimizing the final product or service.

From the perspective of the course project, prototyping is focused on providing an initial user population with access to the identified telecommunications technology and then supporting them in its use in specific communications scenarios. The latter are usually called **use cases** and describe specific manners in which the telecommunications technology should be used to provide specific benefits.

Prototyping is a low-cost and low-effort approach to validating the value of a specific solution and engaging with the future users in a collaborative manner in order to continuously validate and refine user requirements of the product or service. It logically leads to reduced risk in respect to later adoption and usage. Furthermore, the intensive testing enabled through early engagement with users allows for the identification of how various elements of the product or service work together, not only as part of the intended use cases, but also based upon unanticipated user behavior. Quality management approaches can also be engaged earlier in the process and a better understanding of scaling efforts required can be generated.

Specific disadvantages of prototyping are that unfortunately it is often conducted in an unstructured manner that leads to no usable documentation being generated for changes in the product or service. In addition, prototyping can be a costly effort—even though these costs are usually recuperated when a product or service is then matured and implemented on a larger scale.

Types of Prototyping

Various types of prototyping exist and need to be understood in order to identify which type (or mix of types) might be most suitable for the project proposal. Below are some of the most common prototyping approaches known inside organizations:

1. **Explorative prototyping**, used for proving that the solution is of value by:
    a. Determining needed product / service specifications
    b. Evaluating suitability for specific problem solving
    c. Hardening product / service functionalities

2. **Evolutionary prototyping**, used for:
    a. Continuous improvement of existing solutions
    b. Expansion of existing product / service functionalities

c. Developing final product / service versions

3. **Experimental prototyping**, used for:
   a. Researching potential solutions
   b. Detailing problem solution requirements
   c. Providing insights for explorative prototyping

4. **Vertical prototyping**, used for:
   a. Implementing vertically focused products / services within a complex system
   b. Testing interdependencies in complex products / services

Yet another approach is so-called **horizontal prototyping**, which is used for providing an overall, usually superficial and non-functional view of a product or service. An example of this might be the look and feel of a new software screen.

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Theme 2: A Prototyping Example

Let us now look at a specific example that might be helpful in supporting your course project.

Imagine that you were responsible for coordinating a project team that is regionally distributed so that face-to-face meetings are not physically possible. You have decided that it might be helpful to use a chat tool to coordinate activities. However, not everyone can log into the company intranet remotely, and the company chat function has been limited to only those logged into the intranet for security purposes (not an unusual situation in larger companies).

As a first step, you begin some *experimental prototyping* and test out whether you might be able to use Skype for this. Unfortunately, you are not able to install the needed software on your laptop since you do not have admin rights on the machine. After talking to IT support, you are informed that "normal" users such as yourself are not permitted to install applications on their machines. Since Skype is not an authorized application in the existing organizational IT landscape, there is also little chance that you would get such an approval in the short-term. You continue your explorative prototyping and remember that Google provides a chat functionality as part of its web-based GoogleMail system that you use for private emails (sometimes from your company laptop since it is permitted to do a little amount of private email). In a next step, you email the other members of the team who also use GoogleMail from the company laptops and ask them to chat with you using that functionality – hooray, it works!

Based on the *experimental prototyping* done, you now move to *explorative prototyping* by helping everyone on the team get onto the GoogleMail system or chat, and then hosting a chat session with everyone just to see that it is working and that everyone agrees it is worth trying out in the current project. Based on the positive technical feasibility and the support of your team members, you now go to your manager to explain what the team wants to try out and to get their agreement for testing it during the next few weeks where various team members need to collaborate intensively around various project tasks.

Your manager is fine with a small test and just cautions you against sharing any sort of confidential information via GoogleMail since he does not trust the security of Google. Based on this support, you are now in a position to complete the *explorative prototyping* needed as the basis for an internal proposal to enable a chat tool across organizational boundaries for project team workers.

Interestingly enough, as the team begins working with the tool, more and more internal project stakeholders and external experts begin joining the chats. It becomes clear that many more people than you initially thought are actually involved with these projects and they are leaping at the opportunity to communicate with each other using chat. After 6 weeks, it seems that several other projects have adopted this approach and are also loudly claiming its benefits. Yesterday, you received a call from your manager

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asking for a proposal to find a more secure solution and roll it out to the organization as a whole!
Is this example realistic though? In most organizations, the situation, the limits, and the opportunities are similar so that we can realistically expect the example to develop as a solution in many situations. In most organizations, managers will permit a certain degree of experimental innovation and then support the explorative innovation results if they are positive. You just need to make sure that they are kept informed and (perhaps) understand enough of what is happening in order to then act as a key sponsor for a later proposal.

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Golden Rules of Prototyping Communications Technologies

Based on the above example, and as you proceed with prototyping your own telecommunications solution, you might wish to consider the following "Golden Rules":

1. You should only prototype a solution that is available free via the web (i.e. Blogspot).
2. The solution should not be used with company confidential information.
3. A clearly defined project or process should be supported.
4. The intended users need to support an explorative prototyping approach.
5. Permission from the manager of the project or the owner of the process should be gained beforehand.
6. The prototyping should be limited to a specific time-window of 4-6 weeks.
7. The intended performance measures should be clearly defined.
8. The intended value creation should be clearly defined.
9. All users of the solution should commit to providing written feedback.
10. All users should be trained on the solution beforehand.

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Theme 3: Innovating Under the Radar

When it comes to telecommunication solutions in organizations, the most innovative approaches are usually taken by younger and operationally involved staff members. These employees have usually not been in the organization a long time and seldom have budget responsibilities or other employees they manage in the traditional hierarchical organizational structure. At best, they may be managers of project teams with relatively small degrees of freedom since they are usually supported by senior level account managers keeping a close eye on the project. Do you perhaps recognize yourself?

Assuming now that these individuals, being familiar with Web 2.0 technologies and interested in using these tools and approaches to support their projects and work in general, we quickly recognize that their enthusiasm and skills in these media will not necessarily lead to acceptance by more established and senior managers in the organization. There are many (valid) reasons for this, however. In most cases, the cause can be found in lack of familiarity in using these tools and the ensuing fear of the unknown. As we have seen previously, managers will seldom support anything they do not understand. This situation often leads to frustration for the innovators due to not being able to work with the tools they feel comfortable with; and in many cases these types of employees will drift away from the established big organizations to smaller, flatter organizations where they are given more responsibility.

How then can we innovate in our jobs and organizations without running into the continued resistance and resource withdrawal by the more established management levels? The answer lies, partially, in the concept of innovating “under the radar.” The “radar,” in this context, means the awareness or perception of decision makers. “Under the radar” means using new (telecommunications) solutions without this becoming evident, and is to some extent similar to experimental prototyping as introduced in the previous theme. Innovating “under the radar” does not, however, mean working outside of organizational regulations or against organizational policy. It means using the freedoms we have to get the job done in the most effective way. Sometimes this can be the stage setting for formal experimental or explorative innovation as well.

The best way to illustrate this concept is to look at a few small examples that might be daily practice for you:

1. Using SMS via mobile phones (or web-services) to coordinate with members of your team. Most organizations do not have policies in place for using SMS and do not offer similar technologies in their formal IS landscape to everyone. Many organizations, when issuing mobile phones to staff, do not have the SMS send capability enabled, so employees then shift to using private mobile phones for this purpose. A huge rich world of SMS communications develops that supports the organization, but few managers are aware of it.

2. Using public online forums (Web 2.0 technology) for learning to solve problems. Many organizations provide centralized IT support for staff. All IT related questions are addressed to this group in order for solutions to be generated. Common experience, however, is that these IT support groups do not support users as needed or desired. Many users, therefore, actively use public online forums to ask questions and research solutions for their IT problems, i.e. how to use certain functionalities in various types of software (something IT support groups usually are not familiar with). This activity is not monitored inside the organization and is again a rich world of communications that supports the organization, but few managers are aware of.

3. Using social networking sites to identify needed talent for projects. Many experts are members of social network sites like LinkedIn, Guru or Elance and use these proactively to connect to specific talents needed to support projects. Membership in these networks is usually personal; and all services are offered via dedicated websites. When a specific task needs to be accomplished and the relevant resources are either not in house, not available, or too expensive due to cross-charging policies, project managers will often identify and recruit talent via these websites without formal decision-making processes. Again, we see the use of a rich world of talent and communications that supports the organization, but few managers are aware of it.

The three small examples above illustrate that a lot of telecommunication solutions that are not part of the formal organization and hence on the "radar" of management, are already in use by employees in an informal mode.

Recognizing that "under the radar" innovation is actually alive and flourishing in our organizations can help us understand that when we seek to introduce new telecommunications solutions, there are many informal ways to approach it, not only in order to gain immediate value, but also to prepare the ground for more formal experimental prototyping that can then already point to certain adoption rates and success stories.

The above may sound as if there is a need to develop skills in innovating in spite of management or the corporate system. This is indeed true, and unfortunately in many organizations it is the only way to drive (telecommunications technology) innovation in a sustainable manner. Some of the benefits it provides to the organization are:

- More effective use of employee competence since employees are bringing skills they use outside the organization into it in order to support business performance.
- Freeing more of the natural creativity of employees to optimize business performance.

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- Early sensing and validation of (telecommunication) technology innovations in the organization as the foundation of experimental prototyping.
- Enhancement of employee competence at no cost since employees are learning for themselves and their tasks versus following top-down mandated goals.

In conclusion, therefore, we begin to recognize that "under the radar" innovation is happening in many places already, and that this is a trend we can proactively leverage to introduce innovative solutions in (potentially) change-resistant environments. At the same time, it is also an approach that can be (informally) sanctioned by management in the understanding that it is the foundation of creating a sustainably innovative organizational environment.

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 7 and the Self Test Quiz for Chapter 8.

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Assignment 6.1: Forum Discussion

<!-- Begin Instructor Notes -->
The intent of this discussion is to ensure that students reflect on the uniqueness of their proposal in respect to the many other activities typically happening in an organization. The intent is to have them realize that they are usually not innovating on their own and that finding other similar innovations in progress will help support their argumentation in the final proposal. At the same time the discussion provides an opportunity to see where they might be able to shift their own proposal to in case the stakeholders are unwilling to support it specifically; a plan "B" is therefore being triggered in the student understanding of their efforts. Additionally the users of such technologies are usually well suited as early adopters for their own proposal so that in a sense students are also beginning to identify potential user groups for their own proposal.
<!-- End Instructor Notes -->
In this discussion, you will assess the current solution landscape by exploring Web 1.0 and Web 2.0 telecommunications technologies already in use in your chosen organization, which groups are using them, and how they are being used.

Procedure

1. Create a list of existing Web 1.0 and Web 2.0 technologies being used in your organization.
2. Identify early adopters that are using the previously identified technologies and describe how they are using them.
3. This posting should be at least 500 words with references in APA style.
4. Review and comment substantively in at least 250 words each on the postings of at least two other students. The focus of your review should be comparing your organization with that of your peers.
5. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

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Assignment 6.2: Project, Implementation Plan

<!-- Begin Instructor Notes -->
Students typically struggle with creating plans and guidance might need to be given on creating simple phased models that indicate a sequence of activities being performed and where each activity can only be started when the previous one has been completed. Students also do not need to specifically name the people who will be involved, but it should be encouraged so that they see how their previously identified stakeholders become active participants in the process of implementing the solution. Although many implementation models exist it is recommended that students simply think about what needs to get done (i.e. train users) and list those. Remember that this is not a project management course and the assignment only intended to have students reflecting on the work that needs to get done.
<!-- End Instructor Notes -->
In this assignment, you will create a general implementation plan for your chosen new telecommunication technology.

Procedure

1. In a single page, with APA style references
2. List the steps required for implementing the chosen new telecommunication technology in the organization, including:
   - What will be done
   - Who will be involved
   - How long each step will take
   - How you will measure the success of each step
3. Identify assumptions you make that must be met in order for the implementation plan to succeed.

[DEV NOTE: include submission.html]

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
[DEV NOTE: include workplace_competencies.html; numbers: 1, 2, 5, 6, 7, 10, 11]

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Module 7: Entrepreneurship & New Ventures

<!-- Begin Instructor Notes -->
In this module the key task is assignment 7.2 and students need to be sensitized that it is here that all their course learning will be consolidated. In this respect the two themes need to be not only studied but also applied carefully and effectively to the presentation. Feedback on the presentations should be given based on the themes specifically as well since it is here that potentially the greatest "take-away" for students in their studies and professional context overall will occur.
<!-- End Instructor Notes -->

Overview

In the seventh module of the course, you will focus on creating a first draft of your project presentation. As you complete your presentation, you will work with multiple agendas and perspectives of stakeholders and explore the differences between innovating from inside and from outside the organization.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Develop a succinct presentation to support a project proposal.
- Consolidate your project assignments into a single professional document.
- Differentiate between entrepreneurship inside and outside of organizations.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

42. Complete the assigned Readings.
43. Read Theme 1: Designing Presentations for Circulation.
44. Read Theme 2: A Prototyping Example.
45. Read Theme 3: Innovating Under the Radar.
46. (Optional) Complete the Self Quiz.
47. Complete Assignment 7.1: Forum Discussion.

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48. Complete Assignment 7.2: Project, Draft Final Presentation & Portfolio.

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Readings

- *Managing Innovation* (text), Chapter 10

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Theme 1: Designing Presentations for Circulation

When you create a presentation for a specific audience, as you are doing for your project presentation in this module, it will not only be reviewed by those you are planning to present to but also by many others who will receive it from your primary audience for review and advice. With this in mind, and remembering how simple the presentation is intended to be, it becomes obvious that many readers will not understand the context of the presentation. They will not be able to capture the detailed efforts it describes nor to assess the value proposition if they rely on the slides alone. Your primary audience suffers a similar challenge, in that although you may present it to them personally, they will receive the presentation beforehand for review and form a first impression at that time. First impressions are important, of course, and set the expectations for the presentation itself. Therefore, the question that needs to be addressed is not only how to design a simple presentation, but also how to enhance and enrich it in such a manner that it creates the desired impact, which is a positive impression with the desire to learn more and support it.

There are a few guidelines for achieving this that need to be considered. Each is important in its own right, and together they can go a long way toward setting the stage for an effective presentation. The below points assume you are using a standard presentation software like MS PowerPoint, Apple Keynote, OpenOffice or similar.

Click on each category below to read the guidelines for that particular topic:

[DEV NOTE: Link to each section below from the corresponding menu item in the bullets. These should be pop-up boxes—if those can still be put into the theme when printed. Otherwise, the text could appear in-line once clicked so that once the student has clicked on all of them, all content is visible on the page—and it is printable. Somehow, it all needs to print when the Theme or Module are printed, but we don't really want to have a super long Theme either. TLR]

- Scripts and rehearsals
- The "notes" section
- About corporate templates
- About animations
- About coloring
- Back-up slides
- Size
- About document formats
- Printing

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- Handouts
- The introductory email
- The art of copying senior management and experts
- Timing
- Freezing

[DEV NOTE: Here are the sections to link from above.]

Scripts and Rehearsals

When you present a proposal, you will not be reading the text of your presentation, but presenting them in a more fluid and natural manner. For this purpose, you will need to prepare a script of what you will say for each slide (remember that you generally only have 2 minutes per slide). This script should then be rehearsed in combination with the slides to the point that you are able to present without looking at the written script. The written script will then be included in the notes section of the slides to ensure that others reviewing the presentation, but not having been at the presentation of it themselves, will be able to fully understand what you are proposing. In addition to your personal rehearsals, you will also be "test driving" the presentation (see Theme 2) and hence be able to continuously adjust the scripts.

The Notes Section

The notes section of your presentation will be where you place your script and any other further details you feel are relevant for understanding the slide as well as possible. Please remember that the notes section is therefore a formal part of your presentation and requires the same care in preparation and presentation as the slide itself, with the exception that detail is permitted! When you have completed the notes section, make sure to print it out to ensure that together with the slide itself a legible and professionally looking version is printed. A font of Arial 11 is recommended here to ensure readability; and the length (along with the slide image) should ideally not exceed a single page.

About Corporate Templates

As you prepare your presentation, make sure to contact your marketing department (or individuals responsible for this) in order to get a presentation template in corporate design. The presentation should then be created using the corporate design. This is important because it will not only ensure a professional look and feel of the presentation materials, but it will also ease the circulation of the materials among stakeholders (who might also be outside the organization). Most organizations require all materials presented to be in such a format, and by preparing accordingly, you will avoid needing to rebuild the presentation at a later date for such a purpose.

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About Animations

Do NOT use animations! While animations may be appealing during the presentation itself, remember that the audience will have printed out versions to follow and that the presentation will be printed out by others as well. Animations, while powerful for building up a story during a presentation, are not rendered in print-outs. Indeed, they can appear in very strange ways and can not easily be followed by stakeholders and others who are not at the in-person presentation.

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About Coloring

While black and white presentations are certainly not appealing to many, they do have one significant advantage: when printed out using black and white printers they remain coherent and understandable! In most organizations, we find that printed materials are usually created in black and white. So, if you decide to use colors, test out how they appear when printed out in black and white. Ideally, you will design your presentation in a colorful manner that is appealing when presented to an audience or displayed on screen, and at the same time provides for a readable presentation when printed out in black and white. Another point to consider when using colors is that while the on-screen visualization may be attractive, when presented via an overhead projector onto a wall, the colors will visualize differently. Hence if you have access to a projector, check how the colors are shown when projected onto a wall.

Back-up Slides

Being forced to distill a message down to 10 slides can be a painful experience! You have so much to say and will try to put as much as possible into the constrained framework, yet it will definitely not suffice. For this reason, you should feel free to put any and all further materials at the end of the presentation behind a slide called “Backup.” This is where you can share all the details needed to answer expected questions. Indeed, it is not unusual for the 10-slide presentation to be followed by 100+ backup slides for any and all eventuality. If questions are raised during the presentation of the 10 slides that are answered in the backup slides, you can easily jump to the ones needed and show them.

Size

When you have completed your presentation, you need to check the size of your file. Files over 2 MB in size may run into difficulties when emailed or circulated due to restrictions placed on the accounts of users. If your file size is above 2 MB, you should try to decrease the size by saving images in another format (i.e. .jpeg instead of .bmp), decreasing the resolution, or compressing the file using a utility such as Winzip. If this still does not help, then you should save the 10 slides separately to the backup slides, which will usually ensure that the 10-slide file size drops below the 2 MB limit. Do not underestimate the challenges that can arise due to this restriction!

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About Document Formats

Regardless of the presentation software you are using (i.e. MS PowerPoint, Keynote, OpenOffice, etc,) you will need to share the presentation in a file format that is easily readable by all stakeholders. In order to achieve this, there is a temptation to save the file in Adobe PDF format, which of course easily meets these criteria. You must, however, remember that this format will not support sharing the notes section of your presentation properly; and it will also prevent others from easily re-using materials in their presentations—a desired effect to increase the number of people being reached! The best solution in this respect is to save the presentation in MS PowerPoint 2003 format (not MS PowerPoint 2007 format since this is less adopted). Remember that you are trying to make it as easy as possible for others to view your presentation and notes. If intended readers run into the slightest difficulties when trying to read the files, the probability is high that it will immediately be ignored and the chance for a good first impression will be lost.

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Printing

It is important to ensure that the presentation prints out well in black and white. There are some additional points to consider: (a) ensure that the presentation prints out professionally with the notes, (b) remember that colleagues in other parts of the world may not be using letter-size paper format when printing out so that you should at least ensure that the European A4 format print out is also professional looking, (c) do not use heavy black backgrounds since this will potentially empty the printer cartridges of your peers quickly or result in wet ink that smudges pages, (d) review print outs very carefully for unintended symbols or text that does not show up due to coloring configurations. Remember that the print out of a presentation can look VERY different from what you see on-screen.

Handouts

At least 48 hours before the presentation event, you should provide every member of the audience (including your team!) with the final version of the presentation in an electronic format. At the presentation itself, you should hand out a printed version to every participant. Do not rely on them to print materials for themselves. Make sure to create these print-outs as soon as you have emailed them. Many presentations have failed because just before they started printer cartridges ran out, printers broke, paper ran out, etc. The least you can do is avoid the most obvious challenges and minimize the potential of being embarrassed.

The Introductory Email

Before you share your presentation electronically, 48 hours in advance of the presentation date, you will be sending a meeting invitation to every participant. The intent of this email is to get those addressed to confirm their attendance at the meeting. In order to achieve this, here are a few suggestions you might wish to consider:

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- The email should be sent out by your project sponsor.
- The email should be addressed to the intended meeting attendees and copied to you.
- The email should be sent at least 2 weeks before the meeting date.
- The email should include date, time, and location of the meeting.
- The email should mention that you will be meeting with everyone individually in advance of the meeting.
- The email should mention that copies of the final presentation will be sent out 48 hours in advance of the meeting.
- The email should mention why attendance is required and the intended business value of the decision.
- The email should emphasize that a decision about the future progress of the project or proposal will be made during the meeting.

Ideally, you will have verified that the intended meeting date, time, and location are amenable to everyone in advance. By following these guidelines you should be in a position to assure the maximum possible attendance of decision makers. Should some desired attendees not be able to take part in the face-to-face session, you should make preparations to include them via a telephone conference and online slide sharing application such as WebEx.

The Art of Copying Senior Management and Experts

While the previous step involved inviting specific attendees to the meeting, it is also important to keep other stakeholders informed who are not directly needed at the meeting, but whose awareness you need to capture. This is especially relevant for senior managers, i.e. the managers of your sponsor, whose vote may be important and who may drop into the presentation if they have a moment. These people should be copied on the introductory email and the email of the presentation file. The same is relevant for subject matter experts you are drawing upon in the creation of your project or proposal—they do not have to be physically present, however having them copied on the messages ensures that everyone is aware of their involvement. Since subject matter experts will be consulted by decision makers in any case, you are demonstrating good preparation and willingness to discuss details at a later point. It also ensure that the experts are aware of the project/proposal process.

Timing

The timing of your face-to-face presentation is something to consider carefully, i.e. Friday afternoon meetings are usually not populated by an attentive audience and Monday meetings suffer from everyone trying to clean up a backlog of emails and phone calls. It is usually best to examine

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when decision makers have important regular meetings and then to find a late morning or late afternoon slot that gives room for the meeting to run over. Late morning meetings can run over into having lunch together, and late afternoon meetings are usually not followed by other meetings people might rush off to. Keep in mind also whether any significant public events might be scheduled locally or on TV—many a meeting had to be adjourned because senior decision makers had to leave for local charity events or TV sports coverage (we are all human!)

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Freezing

After you have emailed the presentation to the meeting attendees at least 48 hours in advance, you should not make ANY changes to the materials. ANY change to the materials will not only lead to questions, but also strain any trustful relationship you may have created in the "test drives." Even if you find spelling mistakes, coloring errors or things you personally find insignificant, let there be no doubt that the act of adjusting it will be noticed and considered as a surprise – decision meetings like the one you are preparing definitely do NOT need surprises!
[DEV NOTE: End of pop-ups.]

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Theme 2: Simplicity in Presentations

Your task in Assignment 7.2 revolves around the following instructions "Create a presentation in MS PowerPoint or comparable software which comprises 10 slides (excluding the cover page) that can be presented in your organization in 20 minutes and is in 30 point Arial font." In this respect please review the 10/20/30 Rule of PowerPoint and the blog Presentation Zen; both resources should be of aid not only here, but also for future presentation efforts.

The purpose of this theme is to provide assistance in creating such a presentation since most of you will, in the past, not have been challenged in such a fashion.

Writing a simple presentation is very hard work, and although you might have been somewhat comforted by the Module 1 themes, it is critical to point out a few guidelines that may also help. This theme is also intended to be read in conjunction with the previous theme of this module.

[DEV NOTE: JIU, handle this menu and pop-ups below the same way you did the ones in the previous theme.]

- TEST DRIVE the slides with the audience individually.
- NEVER read the text that is on a slide when presenting it.
- ALWAYS include an image for an analogy on a slide.
- Text should ALWAYS form a full sentence.
- NEVER break the 10/20/30 rule.

[DEV NOTE: Here are the sections to link from above.]

TEST DRIVE the slides with the audience individually.

Once you have prepared a draft of your presentation, you need to individually present it to each anticipated member of the audience you will be presenting to, plus other significant stakeholders (i.e. subject matter experts). In this personal presentation, the aim is to ensure that the interview partner gains a full understanding of what you are presenting / proposing, is able to provide input regarding points you may have not considered, and is also able to ask questions they might not want to ask during the presentation. At the same time, this gives you the opportunity to test the presentation materials and to work on presenting the slides personally. During these presentations, you are effectively sharing ownership of the project / proposal and gaining initial support for it. This will not guarantee that the interview partner will actually support it, however, it does ensure that their needs are considered. Insights from such a presentation may include having to calibrate the value proposition or perhaps learning about parallel / similar efforts that need to be considered. It would also not be surprising if the interview partner suggests delaying the actual presentation

in favor of validating the proposal with stakeholders you have not been aware of. As you test the slides, you should use the notes section of the presentation to record what you want to explain for each slide.

NEVER read the text that is on a slide when presenting it.

One of the surest ways to lose the attention of the audience is to simply read the text on the slides as you present them! Remember that every member of the audience has seen the slides before (see above) and is therefore more interested in understanding the motivations and aims of the effort and and what the other decision makers think about it. Keep in mind also that you have 20 minutes for 10 slides (2 minutes per slide) and that there is NOT enough text on the slide to spend so much time on. The personal presentation is therefore primarily intended to explain the context and intent of each slide, and to gain support from the whole audience before moving on to the next slide. It is hence best to use each text element as a starting point for an explanation of what is meant by it (which should have been made explicit in the notes section beforehand as a result of the regular presentation preparation and test driving of the slides. Always ask the audience if they have questions before moving on and deal with those immediately—the audience is "driving" the presentation.

ALWAYS include an image for an analogy on a slide.

Every slide should have an image on it that acts as an illustration for the concept being presented. While images are commonly said to be worth a thousand words, you must select these carefully so that those thousand words are also relevant to your proposal. Indeed, a significant portion of your voice presentation may include using this illustration to explain the intent of the words on the slide. The best sources for illustration obviously come out of the test presentations you have completed. However, since you understand the proposal best, you may wish to remain flexible here. Feel free to use standard cartoon clips or similar provided by the software you are using, or images available from the materials of your organization. Illustrations allow you to massively simplify complex proposals and hence gain an immediate understanding of the key concepts by the audience. This understanding can only be created if the illustration is based on what the audience actually KNOWS—this must be validated in the test drives. There is no sense in using an illustration of a FedEx package tracking system if the audience has never used FedEx package tracking!

Text should ALWAYS form a full sentence.

One of the worst habits we see when creating project presentations as we are trying to do here is the use of bullet points and key words. Remember that the presentation you are creating will be circulated, and hence others who are not at the personal presentation will be trying to understand what is being presented. Bullet points and key words don't help and will lead to others not supporting the effort since they simply cannot understand what is being proposed. You will have explanations in the notes section, however,

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these are viewed after seeing the slide and gaining a first impression. Writing (short) full sentences can significantly help in creating a positive first impression.

NEVER break the 10/20/30 rule.

It is as simple as that, as long as you follow the 10/20/30 rule you will have a good chance of gaining support for your project or proposal. Success is not ensured, but the probability rises!

Creating simple presentations is hard work, but well worth the effort since simple presentations communicate effectively (even when circulated) and respect that the audience has little time initially. Indeed any presentations would benefit from following these guidelines.

[DEV NOTE: End of pop-ups.]

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Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 10.

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Assignment 7.1: Forum Discussion

<!-- Begin Instructor Notes -->
One of the experiences employees in organizations make is that when external consultants are engaged, these will, among others, gather many of the employee ideas that have been rejected in the past and present them successfully to management of the company. This is a typical frustrating experience of employees and one that is purposefully revisited here in order to emphasize the need for structured, well researched and well crafted presentations since this is more often than not one of the key differentiators between internal and external proposals. In addition students should be encouraged to reflect on why greater value might be placed on the opinion of external experts and the role of communities of practice in this respect. A further point to potentially explore is the extent that innovation proposals are truly context sensitive or not – remember that external consultants of course do not have such an in-depth understanding of the organizational contexts as its members. The importance of including experts from outside of the organization should also be explored – not in the sense of these having greater expertise, but due to the fact that they are not embedded in the organizational power structures.
<!-- End Instructor Notes -->
In this discussion, you will explore the difference between innovating in the organization as a member of that organization versus innovating as a person external to the organization.

Procedure

1. Reflect if there is a difference between innovating as a member of an organization and innovating as a person external (i.e. consultant, freelancer).
2. Share examples of both cases you have experienced.
3. If you have not had such experiences, either discuss this question with someone that you know has or research the subject online for relevant examples.
4. This posting should be at least 500 words and the references in APA format.
5. Review and comment substantively in at least 250 words each on the postings of at least two other students. The focus of your review should be assessing at least to what degree the peer presentation follows the guidelines in the two themes of this module.
6. Respond to other students' comments on your posting.

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Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

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Assignment 7.2: Project, Draft Final Presentation & Portfolio

<!-- Begin Instructor Notes -->
Task 2 of this assignment is probably the most critical activity in the course since it is here that students not only need to pull together their complete course learning but where they MUST be guided to follow the 10/20/30 rule. Students should be encouraged to complete this assignment as early as possible in the week and students paired up for review purposes. NO exceptions to the 10/20/30 rule should be permitted and any digression penalized in grading. The indicated sponsor review may not be completed during the week so that this should not be considered a graded portion of the assignment.
<!-- End Instructor Notes -->
In this assignment, you will create a draft of your final presentation and a consolidated portfolio of your project assignments.

Procedure

1. Consolidate your project assignments into one document formatted in APA style and add a cover page, table of contents, abstract and conclusion.

2. Create a presentation in MS PowerPoint or comparable software which comprises 10 slides (excluding the cover page) that can be presented in your organization in 20 minutes and is in 30 point Arial font. (See also Module 1, Theme 2.) [DEV NOTE: Link to Mod 1 Theme 2.]

   The topics covered will be:

   - Problem
   - Your solution
   - Business case
   - Underlying magic/technology
   - Marketing and sales
   - Competition
   - Team
   - Projections and milestones
   - Status and timeline
   - Summary and call to action

3. Review the presentations and portfolios of at least one peer. Provide constructive feedback to your peers for them to improve their submission. Your instructor will assign you the peer work to review.
4. Submit your work to your sponsor for review and commenting.

Evaluation

This assignment is worth 100 points.
This assignment will be evaluated on the following criteria:
[DEV NOTE: include workplace_competencies.html; numbers: 1, 2, 5, 6, 7, 10, 11]

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Module 8: Assessing & Maintaining Innovation

<!-- Begin Instructor Notes -->
The final module of the course is essentially about helping students refine their final presentation and project paper to a degree that it can be carried onward (socialized) in their organization. The greatest effort hence revolves around supporting them in polishing their work to a degree that they feel comfortable with sharing it internally. "Polishing" in this respect means applying all guidelines they have explored in the themes of the previous module and module 1. It is not uncommon at this stage for students to begin adding more and more information to their presentation at this stage and the instructor must emphasize the need to remain simple and to follow the 10/20/30 rule. Additional materials in the presentation can then either be pushed out as back-up slides or references made to the project paper itself.
<!-- End Instructor Notes -->

Overview

In the final course module, you will finalize your project presentation and explore what it takes to keep an innovation process alive over time. Approaches to auditing the innovation process are discussed, as well as efforts needed to remain aware of innovation at the fringes of the organization.

Learning Outcomes

Upon successful completion of this module, you will be able to:

- Identify key factors for maintaining the innovation process.
- Describe the technology life-cycle and apply it to innovation planning.
- Develop a complete proposal to introduce an innovative communications solution to company stakeholders.

Path to Complete the Module

For best results, you may wish to follow the course author's suggested path as outlined below:

49. Complete the assigned Readings.
50. Read Theme 1: Implementing the Innovation Process.
51. Read Theme 2: Sensing Peripheral Innovation.
52. Read Theme 3: Monitoring and Evaluating Peripheral Innovation.

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53. (Optional) Complete the Self Quiz.
54. Complete Assignment 8.1: Forum Discussion.
55. Complete Assignment 8.2: Project, Final Presentation & Portfolio.

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Readings

- *Managing Innovation* (text), Chapter 12

Theme 1: Implementing the Innovation Process

In the past seven weeks, you have learned about the factors of innovation and developed expertise in identifying, structuring, and presenting innovations inside, and perhaps across, organizations. In this theme, we will examine what it takes to scale from individual and uncoordinated efforts to a structured innovation process that supports the innovation effort across the organization. To some degree, the proposal you have crafted and the process involved in creating it is a prototype for proving the value of a structured effort and to act as the basis for a more institutionalized approach.

Implementing the innovation process is more than simply designing a process and training people to use it. It is also more than supporting that process with some sort of "idea management system." **Implementing the innovation process** means bringing it alive in the organization so that the basic steps of idea creation, idea development, prototyping, evaluation, implementation, and maintenance are all mastered in a manner that the process thrives continuously over time.

So how do we get from a prototype to large scale adoption? When dealing with the innovation process, we first need to remember that designing the process, training people to use it, and providing tools to support it is the easy part and can be accomplished easily using a project management approach. This is "Implementation 101," and hence not of focus in this theme. What is challenging, though, is gaining the support of the potential user population and creating an active community of users that believe in the process and are willing to keep it alive. In this respect, community building is the challenge we face. To be even more specific, the question is, "How do we build strong communities of practice with a focus on innovating?"

Working with Communities of Practice

A **community of practice** can be defined as an "Informal, self-organized, network of peers with diverse skills and experience in an area of practice or profession. Such groups are held together by the members' desire to help others (by sharing information) and the need to advance their own knowledge (by learning from others). Also called community of interest." (Source: BusinessDictionary.com.)

When applied to the concept of innovation, communities of practice usually consist of members of various business departments or units that together share an interest in introducing new ways of working in the organization. While most often they are seen as clustered in individual business departments or units around a specific theme (i.e. research and development or sales), there are usually cross-ties between individuals that are based on the mentioned interest of innovating as a whole. Or they could be interested in improving the process connections between business units or departments where personal connection already exists.

These communities, being self-organized and informal, seldom come to the attention of management. As a result, they are most often not formally resourced by the organization nor are their insights formally migrated into the organization. At the same time, however, these communities form the basis for how work is actually done in the organization. Therefore, scaling the innovation process is primarily shaped by identifying where innovation is actually happening (i.e. in the relevant communities of practice), then supporting these self-organizing systems with resources, and finally encouraging them to present their insights to the organization as the basis for larger scale use. There are several challenges involved here that need to be considered though:

1. Communities of practice function only if they are not directly managed for results. Managers responsible for resourcing such communities often mistake the provision of resources to be coupled with the need to manage their allocation, which typically results in the community of practice actually withdrawing from funding offers.

2. Job descriptions of community of practice members seldom include the activities relevant for innovation. In this respect, community of practice members are operating outside of their job responsibilities and hence management approval. By default, therefore, members will hesitate to make their innovating activities transparent since they are not authorized.

3. In most organizations, the daily operational workload is so high that management will seldom dare to formally authorize time for innovation. It may be proclaimed at the highest levels in the organization that time must be made for innovation. However, since this demand is seldom, if ever, converted into performance metrics for managers or employees, it will usually remain an unfulfilled expectation.

4. Innovation, by default, changes the way work gets done and hence empresses a learning need on all involved parties. This learning need is often resisted by those outside the community of practice for many reasons.

5. Innovations developed by communities of practice are most often of experimental nature and, due to the lack of resourcing, seldom mature to an exploratory level. Therefore, many innovations are never "taken live," which discourages the community of practice members.

In the end, we should sense that the success of scaling the innovation process revolves around creating an organizational culture that supports those communities of practice involved with innovating in a manner that legitimates and provides resources for their work without demanding formalization. Key steps that need to be taken in this respect are not only providing relevant tool support, but also making the innovation activity transparent and giving those involved the resources needed to develop innovations from an experimental to at least an explorative level.

Theme 2: Sensing Peripheral Innovation

Organizations typically operate in markets with clear boundaries, i.e. the first boundary is set by those using their products or services, the second boundary is set by those aware of their products or services, and the third boundary is set by those who need the products or services but are not aware of the specific offering of the organization. At each of these boundaries, we find other organizations that are supporting users in customizing and adapting the products or services to the specific needs of the users. It is this customization and adaptation that gives rise to innovations in the organization's products or services, but which are not part of the formal offerings.

A typical example of this might be the way iPhone users can purchase "apps" via the Apple store that are not developed or owned by Apple, but by third parties. These **peripheral innovations** usually cater to smaller target populations than the main product or service, which would not try to approach them due to the existing business model not allowing for a commercially viable value proposition. (i.e. The costs of delivering the adapted or customized product or service to a small user group would be higher than the income generated). The peripheral innovations do, however, attract users to the main product or service. For example, if the peripheral innovations for the Apple iPhone are of particular value, a need for the main product or service is also generated. This is a valid business model in and of itself.

Peripheral innovations are initially targeted at small user populations that have specific product or service needs that are not fully served by the provider of primary products or services. Some of these innovations can grow in their own right, though, and give rise to new markets of significance. The question organizations that provide primary products or services face is how to become aware of these developments in order to judge the extent that these peripheral innovations might sensibly be migrated into the primary product or service as enhancements or perhaps even as the basis for a completely new offering?

Some of the risks associated with ignoring peripheral innovations are:

1. Disruption of the primary market as users become advocates of the peripheral innovations that will often develop to support competing products or services as well
2. Loss of customer relationships since these are focused on those organizations providing peripheral support
3. Inability to understand market developments or design suitable product or services strategies
4. Failure to understand developing customer needs and requirements

Indeed, some organizations have created business models specifically around supporting peripheral innovation (i.e. the open source software market as illustrated by Linux), and derive their primary income by supporting those organizations focused on customization and adaption (i.e. Red Hat).

Theme 3: Monitoring and Evaluating Peripheral Innovation

How can organizations become aware of peripheral innovations and evaluate their significance for the business model as a whole?
Creating awareness of peripheral innovation, as discussed in this theme, is based on a few key factors:

1. Identifying where customers are having conversations about the challenges that are typically tackled with the relevant products or services. These are often online communities using various Web 2.0 technologies. Scanning these continually can often surface peripheral innovations in development or in use that can be examined further.

2. Understanding the extent that competing organizations are integrating peripheral innovations into their own primary product or services offering, i.e. through acquisitions. mergers, partnerships, or alliances.

3. Listening to specific user needs in respect to embedding the products or services deeper into their own business model.

Based on the monitoring indicated above, it is possible to sense what conversations and developments are happening that are relevant to the current and future market space of the organization. This is only the first step since what is learned needs to be integrated into the planning and development of the organization. This is linked to the previous theme discussing communities of practice and to other themes in this course around open innovation, blue ocean strategy, etc.
Organizationally, the insights gained about peripheral innovation need to be evaluated, mapped, and assessed in order to understand their significance for the market space as a whole and their potential impact on business performance. Based on this, steps need to be taken to either: (a) track the peripheral innovation further, (b) integrate it into the organizational product or service development path, or (c) ignore it. The latter option is of course based on the understanding that the development is irrelevant for the organization. While the first option suggests that it may potentially be relevant, but not yet at this stage. The middle option is the most crucial in that it indicates that a peripheral innovation has reached a size or influence that makes it significant for an important market segment. This also suggests that the innovation is reaching a maturity that makes it interesting, either for a competitor to acquire or merge with, or indeed that it in itself may be forming the seed of a competitor.
The major challenge to developing this sort of market intelligence and the ensuing steps for managing it is the organizational culture that, by nature of its history, is usually heavily expert focused and not in a position to seriously accept that “better” or “more significant” developments may be occurring outside of the organization. “Not invented here” becomes a paradigm that is more often than not a severe hindrance for migrating peripheral innovations into the core of the organization. Some organizations have attempted to by-pass these challenges by setting up separate business units reporting only to the executive level and with the task of monitoring the market space. Other organizations have realized that they cannot successfully “import” such innovations at all, and have therefore switched to either buying such potential competitors or at least investing in them. Such an effort moves the organization from a producing one to a holding structure that requires careful consideration of executive competencies.
A final area of peripheral innovation to reflect upon is that which is happening *inside* the organization, but is not able to integrate itself with the core business model of the organization. The most prominent examples of this include financial services for customers (i.e. loans for customers buying cars which have resulted in the rise of very successful banks for companies like Volkswagen or General Electric) or travel reservation systems (i.e. American Airlines starting the Sabre Reservation System that has come to dominate this industry). Successful non-core business efforts are hence often split-off from the main organization and investors often shared among companies competing in the core segment, but not the peripheral one. To some degree, we see market competitors sharing the costs of support services for the main market.
Overall, the most important insight should be that important innovations happen both at the boundaries of the organization and also within the support services of the organization itself. Such peripheral innovations need to be monitored for their significance in respect to the organization’s business model and then either migrated into the core business or supported as independent ventures that build bridges for the organization into other market spaces.

Self Quiz

This is an optional, online quiz for review purposes only and not graded. Please proceed to the companion course website and complete the Self Test Quiz for Chapter 12.

Assignment 8.1: Forum Discussion

<!-- Begin Instructor Notes -->
This final discussion is focused on emphasizing the need for MAINTAINING an effective innovation process and students need to be guided to looking into factors which can prevent this. One time innovation in organizations is rather straight-forward, so that the challenge is in fact creating a culture of support and caring for innovations as they arise. Care should be taken to help students identifying ideal conditions for innovation to occur continuously and then to ask themselves what they can do to ensure this.
<!-- End Instructor Notes -->
In this discussion, you will explore what it takes to maintain the innovation process in your chosen organization.

Procedure

1. Thinking back over the previous modules, discuss the requirements maintain an effective innovation process in your organization.
2. Specifically, use the technology adoption life cycle to structure your reflections.
3. This posting should be at least 500 words with references in APA style.
4. Review and comment substantively in at least 250 words each on the postings of at least two other students.
5. Respond to other students' comments on your posting.

Evaluation

This assignment is worth 25 points.
Your instructor will evaluate this assignment based on the Forum Discussion Rubric. [DEV NOTE: link to professional_discussion_rubric.doc]

Assignment 8.2: Project, Final Presentation & Portfolio

<!-- Begin Instructor Notes -->
In this final assignment the instructor needs to ensure that students have gone through a conscious revision process based on the list of revisions made. The previous module peer review process is hence important to have completed. In respect to the presentation students should be encouraged to check whether this in fact only takes 20 minutes and rehearsal is of course important in this respect. Experience shows that it is not unusual for students to revise such a presentation 10-15 times until they feel comfortable in presenting it in such a short timeframe.
<!-- End Instructor Notes -->
In this assignment, you will finalize your course presentation and portfolio based on peer, sponsor and instructor feedback.

Procedure

1. Review all peer feedback made to your draft in the previous module.
2. Review all feedback you have received from your sponsor and your instructor.
3. Finalize your presentation.
4. Finalize your portfolio of written assignments (in APA style), and include as an appendix a list of all the changes made based on feedback received. If you chose not to make some changes that were suggested, explain why.
5. Download the Consent and Release. This is an MS Word document that indicates whether you consent to having Jones International University® (JIU®) post your project in its library of student work. You are not required to consent to this use of your work, but you are required to indicate your preference on this form. Complete the form and attach it to your project (add it as the first or last page). Contact your instructor if you have any questions or concerns about this form. [JIU, link to "consent_form.doc" in a pop-up window. TLR]
6. Submit your presentation, portfolio, and consent and release form to your instructor.

[DEV NOTE: Please add submission include.]

Evaluation

This assignment is worth 100 points.
Your instructor will evaluate your project based on the criteria provided on the Project page. [DEV NOTE: Link to Project page.]