

Class: 8:30am - 11:30am Mondays in NQ 1265
Instructor: David C. Bloom, dcbloom@umich.edu

*Results are gained by exploiting opportunities,
not by solving problems. _Peter Drucker*

Course Overview

Innovation, customer value, and venture creation drive organizational success and competitiveness by matching product and service development to dynamic customer/constituent needs and emergent opportunities. Entrepreneurship is as vital to established organizations as it is to startups, and thrives in for-profit, non-profit, and institutional settings.

SI-663 is an experiential-learning practicum in innovation, customer value, and venture creation. Students analyze entrepreneurial risks and best practices through interactive exercises, readings, and assignments. Students then take principles directly into practice in real-world Ecosystem Projects, to build functional fluency and to develop relevant career skills and portfolio materials.

[Read what UMSI Recruiters have to say about Innovation and Entrepreneurship.](#)

Learning Objectives

- Understand principles and pitfalls of real-world entrepreneurship.
- Apply innovation, customer value, and venture creation in diverse settings.
- Critically assess and communicate real-world entrepreneurial opportunities.
- Create differentiated value for constituents/customers and sponsors/stakeholders.

Ann Arbor Ecosystem Projects

Teams of 2-4 students will embed within innovative Ann Arbor organizations for a ten-week practicum project:

- Students listen to an organization's challenges - and those of its clients.
- Students develop a new product, service, department, or business unit that meets an unserved or under-served need.
- Students build a solid business case for the venture, and present it to the organization's stakeholders.

2019 Project Sponsors (preliminary):

- [Blue Newt Software](#) Internet of Things/Trucks/Cows
- [Impellia](#) Wearable biometrics for athletes
- [Jottful](#) Mass-customized website design
- [Ripple Science](#) Cloud-based clinical trials management
- [Workit Health](#) Telehealth addiction care program

Readings

- [Ten Types of Innovation](#) - Larry Keeley - Wiley, 2013 - [ISBN 978-1-118-50424-6](#)
- [Business Model Generation](#) - Alex Osterwalder - Wiley, 2010 - [ISBN 978-0-47087641-1](#)
- Additional readings assigned throughout the term
- January readings will be made available for backpackers:
 - [End the Innovation Obsession](#) - David Sax - The New York Times, 2018
 - [As We May Think](#) - Vannevar Bush - The Atlantic, 1945
 - [10 Traits of Great Innovators](#) - Rebecca Bagley - Forbes, 2014
 - [The Innovator's DNA](#) - Clay Christensen - Harvard Business Review, 2009
 - [Diffusion of Innovations](#) - Everett Rogers - Macmillan, 1983

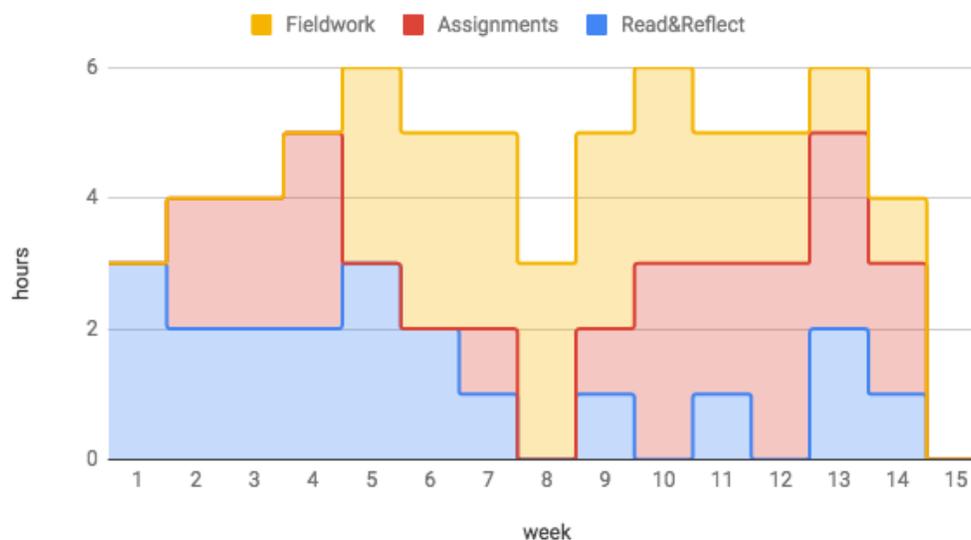
Assignments and grading

Grades are based on demonstrated performance:

- Fieldwork - 30%
 - Conducting Discovery Encounters* for your Ann Arbor Ecosystem Project
 - Business Modeling with your Student Team and Project Sponsors
 - Proposal Presentation to your Project Stakeholders, and their feedback
- Classwork - 30%
 - Active engagement and critical contributions to class discussion
 - Meaningful participation on in-class exercises and workshops
 - Sharing fieldwork findings in weekly Discovery Talks*
- Homework - 30%
 - 3 Multi-week Assignments
 - 1-2 weekly Reflections and topical blog posts*
- Final Portfolio - 10%

* Extra Credit opportunities are available for highly-motivated students

SI-663 effort estimate



Communication

Excellent communication is required for success in entrepreneurship - and in SI-663. Your written and spoken communication demonstrates critical thinking and mastery of Customer Language, which accelerates the diffusion of innovation and the impact of venture creation:

- Written - graded assignments and reflections - guidelines and “5C’s” appear below
- Classroom - graded presentations, interactive exercises, Q&A, and participation
- Correspondence - professional email etiquette and timely responsiveness

If English communication presents a challenge, please seek out the Sweetland Center for support and ESL resources. Reasonable accommodation will be made for non-native English speakers.

Device Policy

Please bring your laptop to each class, as it may be required for selected in-class activities.

Unless you are directed to use your laptop or tablet for a particular activity, please keep it stowed until needed. Please mute and stow all other devices - including but not limited to tablets, smartphones, and wearables - for the duration of the class. Please alert the instructor before class if you need any special accommodation.

Assignment Guidelines

- Please submit your deliverables in Microsoft formats - Word, PowerPoint, Excel, e.g. If you use another program to create your deliverable, please export it to these formats.
- Please include your surname and “SI-663” in the deliverable filename.
- Assignments are 1,500 words - that’s about six pages of text, double-spaced, in a 12-point font, with 1" margins. Please, no more than 2,000 words.
- Extra consideration will be given for assignments that fulfill the requirements in less than 1,500 words.
- Graphics, charts, and photos don't impact word count, though they may add pages. Please count words, not pages.
- Bibliographies and appendices are not bound by the word limit, but all assigned content must appear in the body of the paper, not in the appendices.
- Grammar, spelling, and punctuation, are very important - your grade will suffer, and needlessly. If this is a challenge for you, please seek out the Sweetland Center.
- Technojargonbabble is seductive. Be strong. Don't use it.
- Peeves - these nits make papers harder to grade:
 - improper use of homonyms - their/there/they're, principle/principal, e.g.
 - use of nonwords - "irregardless," "expresso," e.g.
 - saying "utilize" instead of "use"

How to ace this class: the Five C's

Content

Please review the assignment, discussion topic, or reflection prompt, and ask clarifying questions to ensure that you understand expectations and success criteria. Compile relevant talking points, outline your deliverable, and **write about what the assignment is about**. If you have an urge to write about something else that you find more interesting, please compose a separate reflection or post. Assignments demonstrate specific learning - your content needs to be on-point.

Clear

Please create a linear narrative that introduces your subject; presents your assessment, analysis, and/or argument; then provides your conclusions and/or recommendations. Use exposition and examples as needed to frame your talking points in factual, declarative sentences. Quote and note verbatim Customer Language wherever possible.

Concise

Please get to the point. 1,500 words may seem like a lot to write - it isn't. Choose what to say - and what not to say. It's easy to write complex - it's hard to write simple. E.B.White's best friend was his wastebasket. Edit your draft at 1,200 words - maybe it's done.

Convincing

Please write with confidence. External validation is more valuable than personal impressions, assumptions, and humble opinions. Use pronouns with care.

Crap

Please leave out unnecessary filler words. Compose deliverables to be readable, rather than conversational. Trite phrases boost word-count at the expense of credibility.

The goal of the Five C's is to focus writing talents toward fulfilling the assignment or reflection prompt successfully.

SI-663 deliverables are representative of the work that innovators and entrepreneurs in the information industry are expected to produce, and will be included in the student's Final Portfolio.

UMSI Academic Integrity and Misconduct boilerplate

Collaboration

UMSI strongly encourages collaboration while working on some assignments, such as homework problems and interpreting reading assignments as a general practice. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your homework submission on your own, in your own words, before turning it in. If you worked with someone on the homework before writing it, you must list any and all collaborators on your written submission. Each course and each instructor may place restrictions on collaboration for any or all assignments. Read the instructions carefully and request clarification about collaboration when in doubt. Collaboration is almost always forbidden for take-home and in class exams.

Plagiarism

All written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else's completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work.

You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the (Doctoral, MSI, MHI, or BSI) student handbooks available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.

UMSI Accommodations for Students with Different Abilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

UMSI Student Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Office Hours

- Wednesdays 9am-10am and after class Mondays 11:30am-12:30pm, location tbd
- Outside of class hours, each student will have two 15-minute one-on-one Office Hours appointments with the professor during the term.
- During class hours, each practicum project Team will have two 15-minute work session with the professor during the term.
- Additional drop-in appointments may be available - please contact the instructor.

Due Date Policy

- Deliverables are **due by 9pm** on the assigned date, by the Canvas timestamp.
- Please notify the instructor **before the due date** if you need to request an extension.
- With **prior notification**, late deliverables are reduced by only one letter grade. Deliverables may only be extended by one week, and may not be extended twice.
- A re-grading may be requested **within one week** of the due date. To request a re-grading, please email the instructor, detailing the specific merits that you feel deserve attention. A re-grading may raise or lower a grade, or it may remain the same.

Contact

- [David C. Bloom](#), [Adjunct Clinical Associate Professor](#)
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- [Charlene Hsiao](#), Instructional Aide
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This syllabus may be revised at any time. [The live document in gDrive](#) is the best roadmap to this course. Enrolled students will receive syllabus updates in Canvas.

Draft Course Outline

Week	Unit	Classwork	Homework	Fieldwork
1 Jan.14	Innovation	<ul style="list-style-type: none"> • Syllabus Q&A • RAND Delphi simulation 	<ul style="list-style-type: none"> • Delphi simulation Reflection • Keeley reading and Reflection 	
2 Jan.21		<ul style="list-style-type: none"> • No classes: MLK2 Day symposia 	<ul style="list-style-type: none"> • Van Bush reading and Reflection 	
3 Jan.28		<ul style="list-style-type: none"> • Background sharing • Bush retrospective • Keeley model • Keeley workshop 	<ul style="list-style-type: none"> • Forbes, HBR, NYT readings and Reflections • Assignment 1 	
4 Feb.04		<ul style="list-style-type: none"> • Entrepreneurial Discovery I • Research Brief exercise 	<ul style="list-style-type: none"> • Keeley reading and Reflection • A1 Milestone 1 	
5 Feb.11	Customer Value	<ul style="list-style-type: none"> • Entrepreneurial Discovery II • Practice Encounters • Osterwalder Value Proposition I 	<ul style="list-style-type: none"> • Osterwalder Value Proposition reading and Reflection • A1 Milestone 2 	<ul style="list-style-type: none"> • Ecosystem project kickoff and sponsor orientation
6 Feb.18		<ul style="list-style-type: none"> • Discovery Talks • Osterwalder Value Proposition II • Listening exercise • Diffusion, Adoption, and Chasm I 	<ul style="list-style-type: none"> • Rogers Ch.1 reading and Reflection • Assignment 1 Paper Due 	
7 Feb.25		<ul style="list-style-type: none"> • Discovery Talks • Diffusion, Adoption, and Chasm II • Profiling exercise • Team work sessions 	<ul style="list-style-type: none"> • Osterwalder Business Model Canvas reading and Reflection • Assignment A2 	<ul style="list-style-type: none"> • Ecosystem Discovery Encounters
8 Mar.04		Winter Break		

Week	Unit	Classwork	Homework	Fieldwork
9 Mar.11	Venture Creation	<ul style="list-style-type: none"> Discovery Talks The Founders Dilemma Business Model Canvas I 	<ul style="list-style-type: none"> Osterwalder reading and Reflection A2 Milestone 1 	<ul style="list-style-type: none"> Ecosystem Discovery Encounters
10 Mar.18		<ul style="list-style-type: none"> Discovery Talks Unit Costing workshop Team work sessions Guest Lecture 	<ul style="list-style-type: none"> Ecosystem Reflection Assignment A3 	<ul style="list-style-type: none"> Opportunity Development
11 Mar.25		<ul style="list-style-type: none"> Discovery Talks SWOT Analysis workshop Change Agent I 	<ul style="list-style-type: none"> Rogers Ch.9 reading and Reflection A2 Value Proposition Due 	<ul style="list-style-type: none"> Ecosystem Discovery Encounters
12 Apr.01		<ul style="list-style-type: none"> Discovery Talks Change Agent II Innovation in Organizations 	<ul style="list-style-type: none"> Ecosystem Reflection 	<ul style="list-style-type: none"> Opportunity Development
13 Apr.08 in Ehrlicher Rm		<ul style="list-style-type: none"> Discovery Talks Portfolio workshop Entrepreneurial Venture Finance Guest Lecture 	<ul style="list-style-type: none"> A3 Business Model Due 	<ul style="list-style-type: none"> Business Modeling
14 Apr.15		<ul style="list-style-type: none"> Stakeholder presentations 	<ul style="list-style-type: none"> Final Portfolio Due 	<ul style="list-style-type: none"> Ecosystem stakeholder presentations
Final			No Final Exam	