



University of Minnesota  
 Carlson School of Management  
**Management of Innovation & Change**  
 Mgmt 6050, Fall Semester 2005, Term B, MW 9:55- 11:35 a.m., 2 credits

[Prof. Andrew Van de Ven](#) – Instructor, [Web page](#)  
 3-402 CSOM Bldg., Phone: 612-624-1864, office hours: after class or by appointment

<a href="#">Syllabus</a>	<a href="#">ClassNet</a>	<a href="#">Electronic Reserve</a>	<a href="#">CourseLib</a>
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Week of:	Mondays	Wednesdays
1. Oct. 24		Course introduction & overview
2. Oct. 31	Mapping the innovation journey	Mental Models of Innovation and Change
3. Nov. 7	Company Startup or Joint Venture Case	CIP corporate innovation case
4. Nov. 14	Learning the Innovation Journey	Leading the innovation journey
5. Nov. 21	Managing external relationships	Infrastructure for innovation– <i>Midterm report due</i>
6. Nov. 28	Adopting & diffusing innovations	Implementing organizational change
7. Dec. 5	Building culture of innovation & change	Managing innovation & change
8. Dec. 12	Sharing our learning – <i>Final report due</i>	

SESSION	OUTLINE OF CLASS TOPICS, READINGS, AND ASSIGNMENTS
<b>Wednesday Oct. 26</b> Topics:   Assignment:	<b>1. Course Introduction and Overview</b>  What is innovation? What is change? How do they occur? An overview of organizational innovation and change. Course organization and procedures. Student introductions, team formations, & topic selections Introduction to CourseLib and Information Literacy by UofM Librarian, Mary Schoenborn  Read: Mgmt 6050 <a href="#">Syllabus</a> <i>Innovation Journey</i> book Forward, Preface, Chapter 1 and pp. 215-222. Review Mgmt 5050/6050 <a href="#">CourseLib</a> Class notes and slides (forthcoming)
<b>Monday Oct. 31</b> Topics:   Assignment:	<b>2. Mapping the Innovation Journey</b>  Team discussion questions about individually-selected innovation cases: 1. Which of the common hurdles in the innovation journey are/were present in your case? 2. How would/should you maneuver these hurdles? What models could you use?  Read: Innovation Journey, Chapter 2. Select your own innovation case and fill out this <a href="#">case form</a> to examine your case in terms of the 12 common elements of the innovation journey that are discussed in chapter 2. Bring your completed case form to class today for discussion. Class slides (forthcoming)
<b>Wednesday Nov. 2</b> Topics:	<b>3. Models and Methods for Innovation and Change</b>  The need for alternative ways of thinking about innovation and change. Four ways to explain change: life cycle, teleology, dialectics, & evolution. Methods for analyzing cases or problems (See Diamond Model).  Discussion question: What triggers change? How does it unfold?

Assignment:	<p>Read: Van de Ven, "Organization Change" in Encyclopedia  Recommend supplementary readings you can download from UofM Library <a href="#">Electronic Reserve</a>:</p> <ol style="list-style-type: none"> <li>1. Delbecq &amp; Van de Ven, "The Program Planning Model"</li> <li>2. Greiner, "Evolution and Revolution in Organizational Growth"</li> <li>3. Miner, "Seeking Adaptive Advantage: Evolutionary Theory &amp; Managerial Action"</li> </ol> <p>Class notes and slides (forthcoming)</p>
<b>Monday Nov. 7</b> Topics:         Assignment:	<p><b>4. New Company Startup or Joint Venture Case</b></p> <p>Student teams discuss case questions:</p> <ol style="list-style-type: none"> <li>1. What problems did this case encounter during its development?</li> <li>2. Which of these problems are inherent to new company startups or joint ventures?</li> <li>3. Propose and argue a better way to handle one these problems.</li> </ol> <p>Presentations by Team 1 and Team 2</p> <p>Read: either Qnetics case Chp. 10, or TAP case Chp. 9 in <i>Innovation Journey</i>, Aldrich &amp; Auster, "Even Dwarfs Started Small" on <a href="#">Electronic Reserve</a>  See information about entrepreneurship on Mgmt 6050 <a href="#">CourseLib</a>  Class notes and slides (forthcoming)</p>
<b>Wednesday Nov. 9</b> Topics:         Assignment:	<p><b>5. Internal Corporate Innovation Case: Cochlear Implants</b></p> <p>Student Teams discuss case questions:</p> <ol style="list-style-type: none"> <li>1. What problems did CIP encounter in its development?</li> <li>2. Which of these problems are common to internal corporate innovation projects?</li> <li>3. Propose and argue a better way to handle one these problems.</li> </ol> <p>Presentations by Team 3 and Team 4</p> <p>Read: Cochlear Implant case in <i>Innovation Journey</i>, Chp. 8.  Summaries of Chandy &amp; Tellis's studies of the <a href="#">incumbent's curse</a> and <a href="#">cannibalizing</a> your products.  Complete <a href="#">Online Leadership Survey</a> by the end of today.  Class notes and slides (forthcoming)</p>
<b>Monday Nov. 14</b> Topics:         Assignment:	<p><b>6. Learning the Innovation Journey</b></p> <p>Student teams discuss learning in CIP and Qnetics or TAP cases:</p> <ol style="list-style-type: none"> <li>1. What learning disabilities did the cases exhibit?</li> <li>2. Propose a practical way to minimize these learning disabilities.</li> <li>3. Present an argument for your proposal.</li> </ol> <p>Presentations by Team 5 and Team 1</p> <p>Read <i>Innovation Journey</i> Chp. 3.  Garvin, "Building a Learning Organization" from UofM Library <a href="#">Electronic Reserve</a></p> <p>Not all people learn the same way. To get an idea of your own learning style, please complete before class the web version of the Index of <a href="#">Learning Styles Questionnaire</a> .  Assess your scores by reading the <a href="#">Learning Styles Descriptors</a> .  For more information read R. Felder, "<a href="#">Reaching the Second Tier: Learning and Teaching Styles in College Science Education</a>" and Richard Felder's <a href="#">home page</a>.  Class notes and slides (forthcoming)</p>
<b>Wednesday Nov. 16</b> Topics:	<p><b>7. Leading the Innovation Journey</b></p> <p>Feedback and discussion of results of your Online Leadership Survey that you completed last week.</p> <p>Student teams discuss leadership in CIP and Qnetics or TAP cases:</p>

<p>Assignment:</p>	<ol style="list-style-type: none"> <li>1. What problems of leadership did the cases experience?</li> <li>2. Propose a practical way to increase effectiveness of leadership in each case.</li> <li>3. Present an argument for your proposal.</li> </ol> <p>Presentations by Team 2 and Team 3</p> <p>Read <i>Innovation Journey</i> Chp. 4.          Quinn &amp; Foreman, “Becoming a Master Manager” Chp. 1 on <a href="#">E-Reserves</a>.          Review <a href="#">UofM library resources on leadership</a>.          Class notes and slides (forthcoming)</p>
<p><b>Monday Nov. 21</b> Topics</p> <p>Assignment:</p>	<p><b>8. Managing External Relationships in the Innovation Journey</b></p> <p>Teams examine how 3M CIP’s relationships developed with HEI, Hochmair, Nucleus and FDA.</p> <ol style="list-style-type: none"> <li>1. What more or less should 3M-CIP have done in managing each relationship?</li> <li>2. How did these relationships affect the development of the industry infrastructure?</li> <li>3. Under what conditions and on what issues should 3M have “run in packs” and not alone?”</li> </ol> <p>Presentations by Team 4 and Team 5</p> <p>Read <i>Innovation Journey</i> Chp. 5          Van de Ven and Ring “Relying on Trust in Cooperative IORs” on <a href="#">E-Reserves</a>          Class notes and slides (forthcoming)</p> <p><b>Case comparison report questions (due Nov. 23)</b></p> <ol style="list-style-type: none"> <li>1. How is your case similar and different to Qnetics and CIP in terms of the common elements of the innovation journey, learning, leadership, and external relationships?              (Present answer in a table, and discuss the most interesting comparisons in 2 pages or less.)</li> <li>2. Diagnose a key problem or issue that was common to the three cases.              (Make your diagnosis explicit by listing the data or symptoms, your analysis, and your inference of the problem in 2 pages or less.)</li> <li>3. Propose a recommendation for managing this problem.              (Support your recommendation with an argument by stating your claim, reasons, evidence, reservations, and qualifiers in 2 pages or less.)</li> </ol> <p>Please attach this <a href="#">Midterm Report Evaluation Form</a> as the cover page of your report.          Review methods for analyzing cases or problems (<a href="#">See Diamond Model</a>).</p>
<p><b>Wednesday Nov. 23</b> Topics:</p> <p>Assignment:</p>	<p><b>9. Building an Infrastructure for the Innovation Journey</b></p> <p>Audio tape of Thomas Friedman on <i>the World is Flat</i>          Discussion questions:</p> <ol style="list-style-type: none"> <li>1. How does a ‘flat world’ influence the management of innovation?</li> <li>2. Design an innovation infrastructure for a ‘flat world.’</li> </ol> <p>Read <i>Innovation Journey</i> Chp. 6          Van de Ven, “The Context-Specific Nature of Competence” on <a href="#">E-Reserves</a>  <b>Submit Case comparison report in class today</b>          Class notes and slides (forthcoming)</p>
<p><b>Monday Nov. 28</b> Topics:</p>	<p><b>10. Adopting and Diffusing Organizational Innovation and Change</b></p> <p>Guest innovation manager, Dr. Thomas J. Marr, MD, Associate Medical Director, HealthPartners Health Plan, Specialty Care</p> <p>Live case on innovation adoption/diffusion of patient treatment of low back pain          Teams discuss following questions about the case with Dr. Thomas J. Marr, MD</p> <ol style="list-style-type: none"> <li>1. Diagnose the problems of innovation adoption and diffusion in this case.</li> <li>2. Recommend how these problems might be addressed if you followed the advice in the readings?</li> </ol>

Assignment:	<p>Read: Geller, Cockell &amp; Drab, “Assessing Readiness for Change...” on <a href="#">E-Reserves</a></p> <p>Cialdini, “Persuasion” on <a href="#">E-Reserves</a></p> <p>Piderit, “Rethinking Resistance and Recognizing Ambivalence” on <a href="#">E-Reserves</a></p> <p>Van de Ven &amp; Schomaker, “<a href="#">The Rhetoric of Evidence-Based Medicine</a>”</p> <p>Class notes and slides (forthcoming)</p> <p>Teams prepare presentation for case manager on Wednesday</p>
<p><b>Wednesday Nov. 30</b></p> <p>Topics:</p>	<p><b>11. Implementing Organizational Innovation and Change</b></p> <p>Guest innovation manager, Dr. Thomas J. Marr, MD, Associate Medical Director, HealthPartners Health Plan, Specialty Care</p> <p>Teams present and discuss following issues with Dr. Thomas J. Marr, MD.</p> <ol style="list-style-type: none"> <li>1. Diagnose the problems of innovation adoption and diffusion in this case.</li> <li>2. Recommend how these problems might be addressed.</li> <li>3. Provide a good argument to support your recommendation.</li> </ol> <p>Comments and reactions by Dr. Thomas J. Marr, MD.</p>
Assignment:	<p>Prepare your recommendation to case innovation manager</p> <p>Read: Duck, “Managing Change: The Art of Balancing” on <a href="#">E-Reserves</a></p> <p>Nadler &amp; Tushman, “Organizational Frame Bending” on <a href="#">E-Reserves</a></p> <p>Class notes and slides (forthcoming)</p>
<p><b>Monday Dec. 5</b></p> <p>Topics:</p>	<p><b>12. Building a Culture for Organizational Innovation and Change</b></p> <p>Organization culture for innovation</p> <p>Diagnose the integration journey in the case of MMG</p> <p>Student Teams prepare their presentations to MMG manager on following questions</p> <ol style="list-style-type: none"> <li>1. What challenges is MMG experiencing in creating an integrated healthcare system?</li> <li>2. Recommend what Midwest and MMG should do to address these challenges.</li> <li>3. Provide a good argument to support your recommendation.</li> </ol> <p>Teams prepare presentations for case manager on Wednesday</p>
Assignment:	<p>Read: MMG case on the Integration Journey.</p> <p>Coyne, "<a href="#">Building a Tradition of Innovation</a>," UK Lecture</p> <p>John Kotter, “Leading Change: Why Transformation Efforts Fail” on <a href="#">E-Reserves</a></p> <p>Class notes and slides (forthcoming)</p>
<p><b>Wednesday Dec. 7</b></p> <p>Topics:</p>	<p><b>13. Managing Organizational Innovation and Change</b></p> <p>Teams present their analysis and recommendations of MMG case to MMG guest manager.</p> <ol style="list-style-type: none"> <li>1. What challenges is MMG experiencing in creating an integrated healthcare system?</li> <li>2. Recommend what Midwest and MMG should do to address these challenges.</li> <li>3. Provide a good argument to support your recommendation.</li> </ol> <p>Guest MMG case manager</p>
Assignment:	<p>Prepare your team presentations to MMG case manager.</p> <p>Search <a href="#">CourseLib</a> to prepare and support your recommendation.</p> <p>Class notes and slides (forthcoming)</p>
<p><b>Monday Dec. 12</b></p> <p>Topics:</p>	<p><b>14. Sharing our Learning</b></p> <p>Round-robin presentations and discussions of student take-home final reports.</p>
Assignment	<p>Read Innovation Journey Chp. 7</p>

**Submit Final Paper Today**

The format of the final report should be typed in 12 point font, double spaced with 1 inch borders. It should respond directly to the following questions.

1. Diagnose a key problem or issue in managing innovation and change in your case. (Make your diagnosis explicit by describing the problem or issue using the evidence gathered in your research. Present answer in 2 pages or less.)
2. Based on what you learned in this course, propose a recommendation and supporting argument for managing this problem (in 2 pages or less). (An argument consists of a claim that is supported with reasons, evidence, qualifications & reservations. Use an appropriate model to guide your recommendation and argument.
3. Present a concrete practical plan for implementing your recommendation in your case (in 2 pages or less). (Hint: apply the principles on implementing, adopting, and diffusing change from the course or CourseLib that you use in your answer.

Research any articles relevant to your final take-home report on MGMT 6050 [CourseLib](#).

Please use this [Final Report Evaluation Form](#) to guide your answers. Also, please attach a copy of this form as the cover page of your report.

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## Course Syllabus Description

This course focuses on how entrepreneurs create new businesses and how organizations innovate and change. Special emphasis is given to understanding the sequences of events that typically unfold in individuals, groups, organizations, and industries as innovations develop from concept to implementation. We rely heavily on the concepts and findings from the Minnesota Innovation Research Program, as well as other studies. We focus on how the innovation journey unfolds in the creation of a wide variety of new businesses, technologies, products, programs, and services, and what paths along this journey are likely to lead to success and failure. We emphasize building diagnostic skills and developing useful principles that may increase the odds of maneuvering organizational innovation and change journeys. Students apply these principles by examining an innovation case of their choosing and in which they were involved.

### Course Text and Web Sites for materials and readings

- Required text: Andrew H. Van de Ven, Douglas E. Polley, Raghu Garud, and Sankaran Venkataraman, *The Innovation Journey*, New York: Oxford Univ. Press, 1999.
- Assigned readings are available at University Libraries [Electronic Reserve](#). Students can access the electronic reserve by entering the course E-reserves password which I will give you on the first day of class.
- Assignments and notes are posted on the [MGMT 6050 web page](#) accessible from [ClassNet](#) or [Van de Ven faculty web page](#). Visit this course web page before and after each class to obtain class assignments, notes, and any changes in instructions
- U of M Libraries has created an innovative [CourseLib](#) for Mgmt 6050. Visit this web site regularly to prepare your assigned research projects/papers/presentations, as well as further individualized study. CourseLib adds a new dimension for learning because it provides you direct access to a virtual treasury of resources and information that is available in the library and on the web about the management of innovation and change.

### Expectations and Grades

The course is designed to encourage learning among students as much as with the instructor. Having fun, good humor, open communications, and supportive colleagues enhance learning, while competitive and negative behaviors destroy it. Course assignments and grading procedures are intended to promote cooperative (not competitive) behavior. We want everyone to seek and give feedback for the purpose of learning, not for "proving" your competence. Feedback seeking and giving must be constructive. We want "put-ups," not "put-downs." A critical, but constructive open attitude is essential for learning. Negative and destructive comments hinder this learning environment.

Appreciating diverse cultural norms is important in this increasingly complex and global economy. We are members of a global village, and this village is not at all like the neighborhood in which we were socialized and grew up. To better understand and respect these individual cultural differences, class members are encouraged to speak out when anyone expresses a view that is not sensitive to any norms of an ethnic, racial, religious, gender or other cultural community.

Be an involved learner in class sessions. Attend and participate in class discussions, exercises and projects, and come prepared to each class by having completed all assignments.

You will prepare a case comparison paper that examines the innovation journey in Cochlear Implants and either Qnetics or TAP cases, and compares them with a case of your choosing. You will work in teams to make several presentations discussing cases and presenting your recommendations to the class and guest executives for selected cases. For the final take-home report, you will be asked to apply what you have learned in this course to address a key problem in managing innovation and change in your case. To prepare for the final report, maintain a diary noting what you have learned in each class. See evaluation forms at the end of this course description.

Your overall course grade will be based on class participation (25%), team presentations (25%), mid-term case comparison report (25%), and final report (25%).

### **Team Presentations and Discussions**

Early in the term your team will choose the topics or cases for presentation to the class (see outline of course topics and assignments below). Hopefully, you will select topics that you experienced and wish to study further. The purpose of team assignments is to better appreciate how the course topics play out "in practice" based primarily on the experience and additional research of team members. To provide insights into issues and topics that go below the surface, we need to go beyond mere examples and develop strong arguments. This might include discussion of the specific situations when principles apply, difficulties and typical errors experienced in applying the principles, and characteristics of "best practices."

Each team should prepare a good argument for its analysis and recommendations of a case or topic. The team-lead discussions in class will typically be allocated 10 minutes. Teams should prepare their presentations to promote productive class discussions of the subject in class. Presentations will be evaluated on the soundness of the argument and the depth of insights about the topic in the class discussion (see team evaluation form).

### **Select or Develop Your Own Case**

For the mid-term and final reports, you are asked to select your own case of innovation or organizational change in order to apply principles from the course. For best results, choose a case in which you were directly involved or know well.

If your case deals with organizational change, it can be any substantial organizational undertaking, such as the creation, growth, decline, turnaround, re-engineering, merger, divestiture, termination (etc.) of an organizational unit, subunit, or network. If you choose an innovation case, it can be any new technology, product, process, service or administrative program. However, the selected project should represent a purposeful effort to develop and implement a novel idea that is of substantial technical, organizational, and market uncertainty, that entails a collective effort of considerable duration; and that requires more resources than are held by the people undertaking the effort. Thus, you are encouraged to select the kind of case that most managers and venture capitalists typically invest in and hope will produce a useful result -- be profitable, constructive or solve a problem. This excludes small, quick, incremental, lone-worker innovations. It also eliminates projects that emerge largely by chance, accident, or after-thought -- although many of these elements may be contained in the selected innovation.

To develop your case and team presentations, take advantage of the extensive resources that you can access from the MGMT 6050 class web page. In particular, our U of M business reference librarians have developed a customized CourseLib for Mgmt 6050. Access and use these information resources and services often during the course. They can make your learning experience truly exciting and customized to your interests and needs.

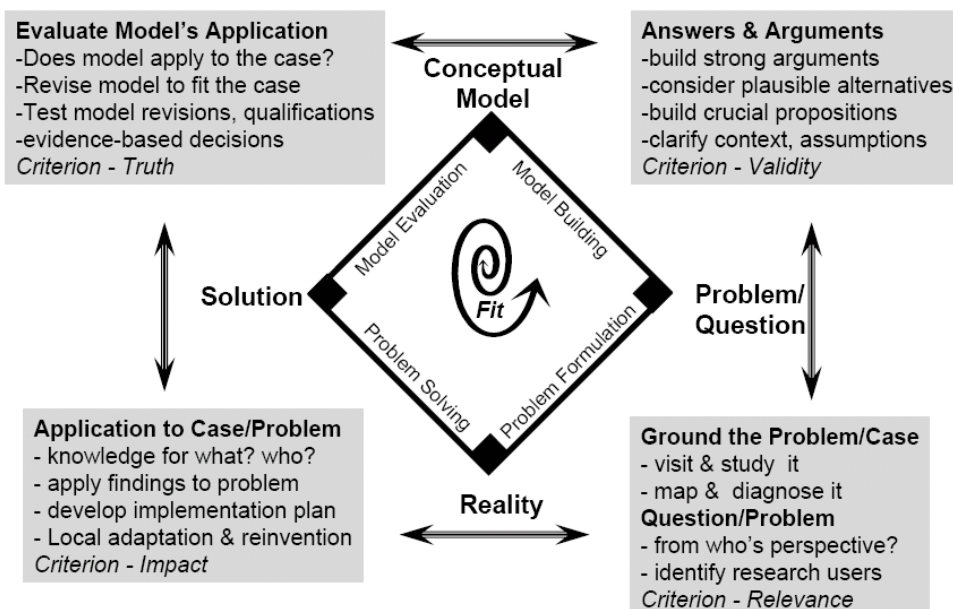
## NOTE ON "DIAMOND MODEL" TO ANALYZE A CASE OR TOPIC

A useful method for analyzing and applying relevant knowledge to a case or topic is to go around the "Diamond Model" illustrated below. While one can begin with any base, all bases need to be covered to adequately analyze a case or topic.

"Running the base lines" entails the following steps:

1. **Problem/Issue Formulation:** Diagnose the case as it exists in reality.
  - Gather and analyze data on the symptoms or dimensions of the issue to be addressed.
  - Infer the question by showing how the symptoms/dimensions add up to the problem.
2. **Model Building:** Find the body of knowledge that is relevant to the question/problem.
  - Develop/select two plausible alternative models or solutions to the problem.
  - Develop an argument explaining why one model is better than the alternative.
3. **Model Application:** A good theory is general, elegant, and robust. Good application of a theory is specific, practical, and tailored to the problem.
  - Adapt/modify the chosen model to the specific problem or issue.
  - Evaluate if the modified theory is valid for the specific problem.
4. **Problem Solving:** Propose a plan for implementing your proposed solution.
  - Make the plan workable and sensitive to change management issues.

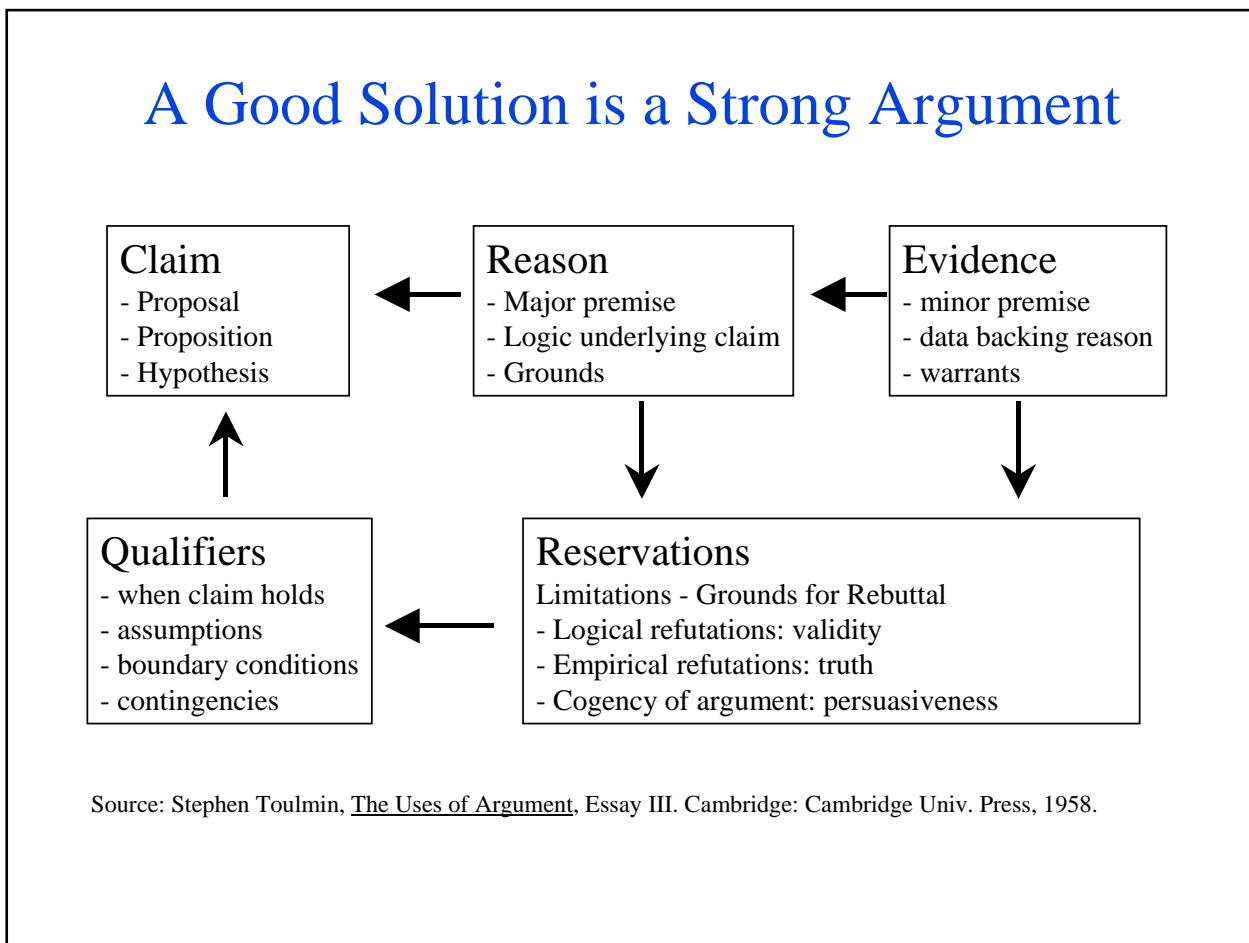
## Running the Bases of Diamond Model



## A NOTE ON DEVELOPING STRONG ARGUMENTS

The Diamond Model outlines the basic steps for developing good solutions to cases and project assignments. You might ask, what is a good solution? A good solution is a strong argument. If so, then what is a strong argument?

The answer is the components of an argument as shown here -- according to Stephen Toulmin, the British logician who developed the basic structure of argumentation that is used in high school debate teams throughout the country. A strong argument consists of a claim that is explained with sound reasons, which in turn are supported with clear evidence. Since few arguments (especially of the kind you will need to develop in your assignments) are perfect, it is important to be modest and spell out your reservations or limitations. The grounds for rebutting any argument deal with logical refutations of the validity of the reasons, empirical refutations of the truth of your evidence, cogency of the argument in terms of the persuasiveness and credibility of the speakers. Understanding the reservations of your argument tells you how to qualify the boundary conditions and assumptions underlying your claim.



**MGMT. 6050 TEAM PRESENTATION EVALUATION FORM**

TEAM: \_\_\_\_\_ Members: \_\_\_\_\_

Your team's report will be evaluated in terms of the quality and completeness of argument presented in your class presentation using the following five-point scale:

- 1 = not stated in the presentation.
- 2 = stated, but not clearly or errors occurred in the analysis/argument.
- 3 = the statement made is O.K, but too general; needs some more elaboration or refinement.
- 4 = the statement is complete; a good result; no further work needed.
- 5 = the statement is novel and complete; an excellent or insightful answer.

**Problem/Issue Formulation:**

The problem or issue is clearly stated with supporting evidence and reasons. \_\_\_\_\_

**Conceptual Model or Research:**

The conceptual model(s) and research that are presented are relevant and appropriate to the case or situation. \_\_\_\_\_

**Recommendations:**

The recommendations are clear, original, and supported with an argument (with a claim, reasons, evidence, reservations, and qualifications) \_\_\_\_\_

**Implementation:**

Suggestions for implementing the recommendation are clearly stated and appropriate for the situation. \_\_\_\_\_

**Overall Comments**

**Total** \_\_\_\_\_

## MGMT. 6050 MIDTERM CASE COMPARISON EVALUATION FORM

STUDENT: \_\_\_\_\_ Campus Address: \_\_\_\_\_

Your report will be evaluated in terms of the quality of reasoning and evidence present in your answers to each question using the following five-point scale:

- 1 = no reasoning or evidence is provided in the answer.
- 2 = Some evidence is provided but errors occurred in the analysis/argument.
- 3 = The reasons provided are O.K, but too general; need more work, elaboration, or refinement.
- 4 = Reasons in the answer are complete; a good result; no further work needed.
- 5 = A novel and complete answer is provided; An excellent or distinctive answer.

1. How is your case similar and different to the cases discussed in class in terms of the common elements of the innovation journey, learning, leadership, or external relationships? \_\_\_\_\_

(Suggestion: present your comparisons in a table, and discuss the most interesting comparisons in 2 pages or less)

2. Diagnose a key problem or issue and how it unfolded over time in each case. \_\_\_\_\_  
(Suggestion: make your diagnosis explicit by listing the data or symptoms, your analysis, and your inference of the problem in 2 pages or less)

3. Propose a recommendation for managing this problem. \_\_\_\_\_  
(Support your recommendation with an argument by stating your claim, reasons, evidence, reservations, and qualifiers in 2 pages or less).

Overall Assessment:

Total \_\_\_\_\_

## MGMT. 6050 FINAL REPORT EVALUATION FORM

STUDENT: \_\_\_\_\_ Campus Address: \_\_\_\_\_

Your report will be evaluated in terms of the quality of reasoning and evidence present in your answers to each question using the following five-point scale:

- 1 = no reasoning or evidence is provided in the answer.
- 2 = Some evidence is provided but errors occurred in the analysis/argument.
- 3 = The reasons provided are O.K, but too general; need more work, elaboration, or refinement.
- 4 = Reasons in the answer are complete; a good result; no further work needed.
- 5 = A novel and complete answer is provided; An excellent or distinctive answer.

1. Diagnose a key problem or issue in managing innovation and change in your case (that you did not examine in your midterm report). \_\_\_\_\_  
(Make your diagnosis explicit by describing the problem or issue using the evidence gathered in your research. Present answer in 2 pages or less.)
  
2. Based on what you learned in this course, propose a recommendation and supporting argument for managing this problem (in 2 pages or less). \_\_\_\_\_  
(An argument consists of a claim that is supported with reasons, evidence, qualifications & reservations. Use an appropriate model to guide your recommendation and argument.)
  
3. Present a concrete practical plan for implementing your recommendation in your case (in 2 pages or less). \_\_\_\_\_  
(Hint: apply the principles on implementing, adopting, and diffusing change from the course or CourseLib that you use in your answer.)

Overall Comments

Total \_\_\_\_\_

Final Report Grade (25%) \_\_\_\_\_  
Midterm Report Grade (25%) \_\_\_\_\_  
Team Presentations Grade (25%) \_\_\_\_\_  
Class Participation Grade (25%) \_\_\_\_\_  
Course Grade \_\_\_\_\_