

Journals

Due Date: 11:59 pm EST Sunday of Week 1, 2, 3, 4, 5, and 6

Points: 10

Objectives:

- Develop processes to manage the innovation process from idea collection to opportunity selection, creation and management of innovation portfolios, through up to but not including market roll out.
- Apply their skills to for-profit as well as non-profit organizations.
- Apply quantitative methodology, including extensive financial analysis to every stage of the process.
- Analyze the application of researched quantitative skills to make decisions and to manage the innovation process at every stage in the context of a real-life project.
- Communicate professionally using graduate level written and oral skills essential to success in the business environment.
- Formulate their skills in the teams they are assigned to in order to solve real life projects.
- Construct the use innovation and leadership principles to lead the transformation of their assigned client ventures, organizations, or communities.
- Produce the ability to integrate innovation management into the larger strategic business plan of the organization supported by current market analysis.

Overview:

During Week 1, 2, 3, 4, 5, and 6 everybody will maintain a personal journal that chronicles their progress, learning experience, experience with the team, as well as struggles, issues, and concerns throughout the project.

Instructions:

Although in real life situations teams are evaluated as a unit, in this course individual team member grades for the project presentation and final project can differ from the overall grade for presentation and project. The instructor makes that determination based on their own observations and interactions with the team as well as peer evaluations.

The instructor interacts with the team throughout the course on ground, through videoconferencing, conference calls, emails, and other means is appropriate given the modality of the course. As a result, instructors will be able to assess not just the overall team performance but also the individual team member contributions to the success of the project.

Students submit weekly confidential journals. These journals will consist of two parts. The first part is a candid unstructured summary of the week's activities that will contain:

- An overview of the activities of the week.
- What did the individual learn during the week?
- Experiences working with the team during that week.
- Any challenges or obstacles the individual encountered during the week.
- Any other factors the student would like the instructor to know.

The second part of the journal is structured. Students will complete the table shown below. In this table they will assess every team member based on the criteria in the table on a scale of 1 to 10 and will provide in-depth comments as to why a specific score was assigned. Students will do this separately in every Journal for every week when a journal entry is due.

Instructors will use both, their own observations and assessment of student's contributions to the project AND the peer reviews provided in the weekly journals in deciding whether an individual student will receive the overall project and presentation grade or whether the student will receive a higher grade for going the extra mile or lower grade for failing to live up to the standards of the team.

The instructor will notify the student when it becomes apparent that the individual is in danger of receiving a grade that may be lower than the overall team grade.

Be sure to read the criteria below by which your work will be evaluated before you write and again after you write.

Evaluation Rubric for Journals Assignment

CRITERIA	Novice	Competent	Proficient	Exemplary
	<i>0 - 1 Points</i>	<i>2 Points</i>	<i>3 - 4 Points</i>	<i>5 Points</i>
Reflection on Team Effort	There is no reflection on the team effort or only a generic and vague statement.	Reflections on the team effort are vague and does not show differences in individual levels of effort or, if everybody contributed equally what their contributions were.	The journal entry reflects on the team effort in general terms including the author's efforts but lacks detail that compares each team member's efforts to others.	The journal entry reflects on the team effort including the efforts of all individuals and the author of the journal entry and any issues the team may have encountered.
	<i>0 - 1 Points</i>	<i>2 Points</i>	<i>3 - 4 Points</i>	<i>5 Points</i>
Reflection on Learning	There is either no reflection on learning or only a high-level generic statement.	The students reflection on their learning is vague and does not show the impact on the project or the personal growth.	The student reflects on their learning during the unit and how it applies to the project but lacks detail about their own personal growth.	The student reflects deeply on their learning during the unit and how it applies to the project as well as her own personal growth.