HNRS 4920 – DRIVE: Leadership in the Age of Disruption
Fall 2020

Class Days MWF
Class Time 8:30 – 9:20
Class Location LI 325
Instructor Benjamin Barraza, MBA, MRes

Contact Information
Office: Miller Administration 211E (WSU Ogden Campus)
Hours: By Appointment; I am on the main campus from 9:00 – 5:00 M-F.
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Course Description
This course presents an exploration of emergent technologies and their expected impact on diverse industries and society. Learners will be introduced to strategic frameworks to contextualize technological impact and forecast change. To develop leadership and critical analysis skills, we will use the case study approach to introduce different cutting-edge technologies and build upon that discussion by incorporating the diverse interests of the honors cohort. As a Community Engaged Learning course, students will partner with a local non-profits and government agencies that emphasizes Science, Technology, Engineering, Art, and Math to explore how their interests when paired with technology may impact future generations.

Learning Outcomes
Students will be able to move beyond headlines to assess the technological and (non)market strategies employed by organizations to introduce and scale new technologies. Through a reciprocal relationship with a community partner, students will explore how their unique talents and perspectives, paired with a technological paradigm, can be applied to technological development. Critical assessment will be made evident through individually prepared analyses emphasizing technological positioning and alignment.

Honors Outcomes
Practice – Learners will conduct critical written analysis through an evaluation at the nexus of technology, strategy, and society. Beyond analysis of historic data, learners will practice using real world interviews, discussion, and on-site learning. Successful learners will be able to confidently conduct general and critical analysis in a professional format.
Engage – As a case method course, learners will engage in robust discussion that will be driven by disparate student perspectives moderated by the instructor and contextually bounded by the case and subject. By examining emergent technology through multiple lenses (personal, business, government, non-profit, and social) successful learners will be prepared to professionally engage in diverse settings.
Undertake – Each technology explored will move from a basic understanding, to the specific context of a business case, and finally evaluated through a strategic social framework. Successful learners will be prepared to generally and critically examine emergent technologies.
Encounter – As a Community Engaged Learning course, students will engage with key leaders in the community
to better understand their current challenges culminating in with students applying critical leadership analysis of how emergent technology may impact the relevant sector. Successful learners will be able to describe and explore emergent technology through a non-pecuniary lens made salient through first-hand experience.

Community Engaged Learning Outcomes
Successful learners will emerge with an increased capacity of Civic Knowledge. Through an immersive experience with a community partner, coupled with deliberate reflection and peer discussion, students will apply concepts of leadership and strategic thinking to government and non-profit sectors. This learning will be made salient through an essay applying the nexus of concepts of technology, current/future challenges of the community partner, and strategic thinking informed by the DRIVE framework. Secondary CEL outcomes may address Civic Values or Civic Action depending on the chosen community partner and technology. For example, the essay “How may blockchain influence future elections?” would draw upon the learner’s experiences in working with local election officials, discussions with peers, and technology specific learning. Alternatively, “Big Data, Security, and Patient Rights: Will Institutional Security Trump Data Portability” may explore vulnerable populations in the presence of asymmetries of power in the context of healthcare. A final example may be, “Can Immersive Technology (AR/VR) Close Gaps in Experiential Inequalities for K-12 Students?”

Anticipated CEL partnerships will come from: Local municipalities with an emphasis on elections, STEAM education oriented towards young and community learners, and Healthcare providers. Depending on their professional and academic goals, students will be encouraged to select a community partner that facilitates deeper engagement with their chosen discipline or community partners that facilitate breadth of experience.

Combined CEL experiences of on-site volunteering, interviews, document preparation, in-class reflection, and group discussion are expected to be in excess of 20 hours. Learners and community partners will engage in a virtuous cycle of reciprocity; as students come to better understand the mission of the organization and its populations served through interview and immersive experience, they will be able to better evaluate the potential strategic impact of emergent technology and demonstrate leadership by communicating potential forecasts to individuals at different tiers of the organization.

Textbook Information (REQUIRED)

Understanding How the Future Unfolds: Using Drive to Harness the Power of Today’s Megatrends
Terence C. M. Tse, PhD and Mark Esposito PhD
1st Edition
Lioncrest Publishing, March 2017
ISBN: 978-1619615540
“Coursepack” Case Materials
In addition to the book, there will be a packet of case studies that will need to be purchased through Harvard Business School Publishing (https://hbsp.harvard.edu/home). Careful reading and analysis of cases each week prior to class is essential for participation. Students will be subject to random “cold calls” to present case synopses, suggested lines of questioning, and recommended actions.

Additional Readings, Videos, and Supplemental Materials
Each week there will be supplemental readings, videos, and other materials to orient learners to the technology and industry that we will be discussing in-depth. Students are encouraged to pursue other lines of research and bring their personal experiences with emerging technology to the discussion.

Websites
https://www.weber.edu/eweber/ (WSU Online)
https://hbsp.harvard.edu/home/

Grading
Classroom/Online Participation: 40%
Assignments (Reflection): 25%
Projects: 35%
TOTAL: 100%

A: 93% - 100%
A-: 90% - 92%
B+: 87% - 89%
B : 83% - 87%
B-: 80% - 82%
C+: 77% - 79%
C : 73% - 77%
C-: 70% - 72%
D+: 67% - 69%
D : 63% - 67%
D-: 60% - 62%
E : <= 59%

Classroom/Online Participation
This course is designed to give upper division students a graduate school experience, emphasizing preparation, discussion, critical analysis, and leadership in the classroom. Regular attendance and participation are required in the form of comments, recommended lines of inquiry, and efforts to advance the discussion. The final day of discussion for each subject will be application of DRIVE preferring civic and community implications. With regards to quality and quantity of participation in classroom discussions, Andersen and Schiano’s state,

“Both quantity and quality count, quality more than quantity. Good participation means moving the discussion forward. Great participation happens when everyone, including the teacher, learns something from the discussion. One rule of thumb we offer students to judge quality: after you have spoken, are your classmates better off because you did so (Teaching with Cases, 2014)?”
**Assignments (Reflection)**

There will be weekly writing assignments that will be reflective in nature. Students will prepare a brief 300-500 word reflective essay applying their understanding of the technology explored that week, and how it may impact non-profit and government sectors through the lens of the DRIVE framework.

**Projects (3)**

The **Group Project** will constitute a longer-form analysis of one of the technologies discussed in a different context from the case discussion. Students will work together in small groups to produce the paper. More details will be given in Canvas.

The **CEL Project** will consist of students working individually or in small groups in conjunction with a community partner. Students will engage with the community partner in traditional service, seeking opportunities to explore technology learning paradigms, teach technical skills to next generation learners, and collaborating with educators, government officials, and community leaders on anticipating future need. Due to the nature of the subject matter in the course, I do not anticipate that students will be able to directly explore the technologies discussed, but through an immersive experience with the community partner, students should be able to gain a better understanding of the central mission of the organization and how the target populations that they serve may be impacted by upcoming technological change. This will be captured in a reflective essay prepared by the student(s) and shared with the community partner. Community partners subject to a high potential of disruption in future years have been selected. Due to the volatile nature of available opportunities, this following list of community partners is subject to change (DaVinci Academy, The Leonardo, Weber Elections, Davis County Clerk Auditor, East Center for Technology Outreach, McKay Dee Hospital, Ogden City Corporation, South Ogden City). In circumstances where students are not able to pair with a community partner, learners will deepen personal research through the lens of community/civic engagement. More details will be given in Canvas.

There will be a **Final Project** due at the end of the semester. Working individually, students will interview a community leader or professional in an area of their interest regarding with regards to one of the technologies discussed in the classroom. The end result will be a case that combines the new qualitative information gathered through the interview coupled with a complete DRIVE analysis. More details will be given in Canvas.

**Academic Honesty**

The work you turn in must be your own work if an individual assignment or your group’s own work if a group assignment. You may discuss with other current class members on assignments, but any final analysis and write-up must be your own. All work on projects is individual (unless instructed otherwise). It is an act of academic dishonesty to copy the work of other class members or consult the case studies, problems, or exams done by previous class members or posted online by others. If you witness academic dishonesty, you are obligated to report this to the instructor immediately. Failure to abide by the academic honesty policy may result in failure of the course and other actions by the university.

**Attendance and Late Work Policy**

Please plan on attending all class meetings. Your participation and contribution in classroom activities and discussion is mandatory. Please plan on taking all exams and submitting all assignments by the scheduled due date. If some other commitment will impact your ability to complete a particular assignment by the scheduled time, please contact me in advance to make arrangements. If no prior arrangements have been made, late work may incur a penalty or not be accepted. Participation in the weekly readings and discussions is mandatory and make-up or substitute approaches will not be accepted.
Campus Closure Notice
In the event of an extended campus closure, all coursework will be shifted to WSU Online. In that event, you will need to access your email and WSU Online on a regular basis in to learn the substitute course procedures that will be made available and to keep up with your coursework.

Loss of Campus IT Resources
If we are able to meet in the classroom, we will continue to do so per the normal schedule. If WSU’s IT systems are compromised for an extended period of time so that logins are not available and we are not able to meet in the classroom; I will shift course materials and dissemination through cloud based services. My backup email address will be barrazab@hotmail.com, and my Twitter handle is @BarrazaDBA. It will be your responsibility to connect with me on those systems; you will still be responsible for your grade if the course is in progress. If additional resources are required, such as video lectures, online meetings, or assignment submissions, details will be communicated to the course through those channels. This of course is assuming worst-case scenario for WSU systems. If those systems are working, they will always be the primary mode of course delivery.

Special Accommodations
If you have special needs, please contact me and/or the WSU Services for Students with Disabilities office to coordinate reasonable accommodations (https://www.weber.edu/ssd).

Course Schedule (Subject to Change):
Specific reading assignments, materials, and due dates will be available in Canvas.

Week 1
Emergent Technologies and Big Data

Week 2
Machine Learning and Artificial Intelligence

Week 3
5G Wireless

Week 4
Immersive Media (AR & VR)

Week 5
Internet of Things

Week 6
Blockchain

Week 7
3D Printing

Week 8
Voice Assistants

Week 9
Nanotechnology

Week 10
As a group of honors students, I often find that the skillsets that come into the classroom vary widely. In order to accommodate the learning, I reserve the right to modify the course pace and assignments to best fit the current group of students.