
**"MASTER IN BUSINESS INNOVATION
AND CONCEPT CREATION"**
2011-2012



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We are a praxis oriented academy in people-centered Concept Creation. We educate organizations, (not individuals alone), on the ability to develop, design and execute on radical business concepts.

The world is getting too small for ordinary thinking

180° Academy is driven by the needs of companies worldwide, striving to understand and adapt to a rapidly changing world. The ability to innovate exists in all companies and organizations; however it has often been repressed by toxic culture from within. Blinded by their own traditions and beliefs that have worked in the past, companies are at a standstill or only able to make incremental changes. They are searching for new energy and new ways to think about innovation and organizational change.

We educate not only individuals but organizations through a unique programme that provides companies with immediate return on investment (ROI).

The mission of 180° Academy is to develop concept-making talent in large and small companies by building competencies to succeed in a global world. We do this by combining theory with praxis in a cross-disciplinary programme allowing students to understand the innovation process from an integrated whole and to understand what it takes to create concepts from a people-driven perspective. And we do this with the help of internationally recognized experts and practitioners.

At 180° Academy, we believe that Concept Creation comes from a deep understanding of the needs and solutions found in the lives of people and their communities. The 180° notion of concept can refer to tangible and non-tangible products or services, but it can also refer to organizational change or even the innovation process itself. A concept is not necessarily the same as a product or a service - it has a longer life time in the market, and it could be described as having its own personality or even its own social life.

We revolutionize traditional education by combining students with different competencies and thinking styles. Our academic programme is built on four important pillars of innovation – **Collect, Create, Commercialize and Collaborate**. Through these, students will learn new methods of inquiry to work with everyday people in their everyday (and not-so-everyday) lives, understand people's aspirations and motivations and then apply this knowledge to Concept Creation.

Live Projects

The key to 180° Academy learning is two live projects – a 180°project with interdisciplinary teams with members across industries, and a company project with an interdisciplinary team consisting of employees at the company where the

student is employed. The company project must have relevance to the current needs of the company and provides, therefore, immediate ROI.

180° project

The 180° project is a neutral project that has only one requirement, that it produces a concept with a higher meaning. It is the foundation for students to acquire new skills for Concept Creation. The 180° project is completed during 180° modules and through homework assignments that are after working hours (unless the student has consent from his employer to run this project during working hours).

The Company Project

- The company project is driven by the needs of the participant's company and is determined together with the student and the company. The project is not shared with the other students unless explicitly allowed so by the company.
- The project requires mentorship from someone other than the participant's direct manager. The mentor is required to participate in some of the activities at 180° Academy.
- The project requires the student to create a team at the company who will work with the student during the course of the project.
- This project is under a non-disclosure agreement with 180° Academy, its faculty and staff.
- Members of the 180° project are classmates.

180° Academy wants you

180° Academy students can include marketing analysts, engineers, anthropologists, ethnographers, MASTERS, trend researchers, designers, marketing specialists, sales people, to give just a few examples. For executives, we also run Executive Programmes.

Our whole idea is to bring together students with different competences and thinking styles – and to bring together students from very different sections within a company. This is the best way to achieve radical innovation. 180° Academy is not only for people working with creative companies or consumer-related brands. The 180° philosophy has been created and will be taught in a way that will also be used in public organizations, governments and educational systems as well as industry, which – ultimately – is also people-driven.

The applicant profile for the “MASTER in Business Innovation and Concept Creation” is a person with at least five years of industry experience – and a person who has a desire to transform, design and develop concepts into commercially viable ideas through the process of radical innovation.

Applicants must hold at least a bachelor’s degree or equivalent and/or have demonstrated exceptional talent to create concepts. In addition, applicants must submit a letter or a recommendation from a person within the company who will act as a mentor throughout the programme.

Internationally recognized experts and practitioners will lead the different modules – all in English.

All our programmes are part-time and designed for people in work. Although our programmes entail a heavy workload, we strive to balance learning with work and family responsibilities. Each module takes between 4-7 days, and there is approximately six weeks between each module.

Outside of your comfort zone and non-linear thinking

A 180° Academy course is a praxis-oriented education in people-centered Concept Creation. We educate concept makers who understand the whole process of innovation and can see the world from the people's point-of-view – and not only from the company's.

180° Academy will create and empower the next generation of leaders around the world through non-traditional learning methods provided by internationally recognized researchers, practitioners and instructors.

180° Academy students will learn to speak a common, cross-disciplinary language between the analytics, the business people, the engineers and the designers within their company, and thereby getting a 360° perspective on the innovation process. There will be a golden thread throughout the program where effective business modeling will be introduced as it relates to the different phases of the collect, create and commercialize process (the development and implementation of concepts).

Our learning process is hands-on, based on the integration of business anthropology, people-centered design and the global business perspective. We believe in real people, real challenges and real concepts, and that innovation cannot happen unless we move outside of our comfort zones and search for new ideas.

Therefore 180° Academy students will be immersed in the real world through projects in both developing and developed countries (for example: South Africa) in order to shed their blinkers and remove the barriers to innovation that have been created through staying within our comfort zone.

Innovation begins with knowing your customer or potential customer, which requires an emphasis on the front end of concept development. Accepting this fact, 180° Academy turns the academic approach to innovation and concept-making around. Non-linear thinking is crucial to us, because we want to give our students the ability to adapt to any given context at any given time. It also reflects the reality and work in today. We also believe there is no one right model to innovation. At 180° Academy students will be taught how to be flexible and how to determine the right methods for any given challenge.

Achieving this transformation, 180° Academy will blend the three phases of innovation giving the students the relevant tools to collect, create and commercialize knowledge and ideas necessary to form concepts. This is done both through inter-disciplinary learning and by bringing together people from different areas of the company. We combine students with different educational backgrounds, competences and thinking styles.

Merging different educations and learning styles and through **Collaboration**, the golden thread throughout the programme, 180° Academy covers the three phases of innovation:

Collect: The students will get to know and try ethnographic methods for collecting knowledge and data about people's life patterns. This key-principle seeks to understand people's challenges, needs and desires. From ethnographic data the key-principle of collect aim is to generate provisional observations about behaviours, dreams and aspirations. These insights serve as a source of inspiration for the multidisciplinary identification of ideas representing needs of higher order in a selected community or organization. In addition, collect introduces the principles of market research and collection of market related data for the purpose of creating appropriate go to market strategies. The anthropological and ethnographical insights of Collect support the understanding of managing change connected to innovation.

Create: Through analysis of aspirations and motivations of people and through visualizing of the concept, the students will learn how to use the collected data to create innovative concepts. This key-principle seeks to put the collected data and observations together influenced by the multidisciplinary context of the participating students, future users and eminent professionals. The create-principle seeks to translate the observations of behaviour, needs, challenges and aspirations into a creative process involving future potential users and professionals. The creative process set focus on the ideation of answers to the understood needs, dilemmas and pain points of consumers, organizations and other social and cultural environments. The key-principle of create reflects a complex and often repeated cycle of trial and error idea generation, where the user-communities of potentials through the creative approach are inspired to give feedback to the ideas in the form of further more detailed, specific, interpretable expressions.

Commercialize: The students will learn to communicate and commercialize their knowledge about people and innovation processes – both to people internally and externally to their company. This key-principle focus on the process of transforming concepts with a high degree of attractively and desirability into feasible businesses for commercial or non-commercial organizations. Commercialize creates a strategic understanding of the correlation between market mechanisms, organizations ability to adapt to the necessary change and high risks of radical innovation paired with the ecosystems of businesses and what causes innovation to succeed or fail. This key-principle also focuses on important aspects of commercializing any idea or concept by transforming it into well-positioned, clearly defined and attractively designed brand characters and applying necessary business aspects.

Collaborate: The contextual approach of collaborate aim to give understanding and practice of the often more iterative and intuitive than linear and rational processes of collaboration around the creation of a concept. Involving users,

professionals, colleagues and organisations, the principles of co-creation, reinforce collaboration and eliminate the usual competence, hierarchical or cultural borders. Understanding the principles of team work and the importance of personal meaning and direction emphasize the importance of setting the team and monitoring the team work process in an innovation structure.

At 180° Academy we share our knowledge through experiential learning, network building, lectures, case studies and travel. We believe in learning by doing and are praxis oriented with a relevance to our current everyday experiences. In our multidisciplinary programmes we therefore bridge companies, educational institutions and people on a global level.

Bring your own mentor and create a band

180° Academy has two rules that cannot be broken – all students must submit a letter of recommendation from a person within the company who will act as a mentor throughout the programme. All students must create a band (team) of individuals in their own company that will serve as a sounding board and will also work with the student on the Company Project.

Mentor Role

The role of the mentor is crucial for several reasons. First and foremost, the mentor will guarantee the link between the individual project and the company and will coach the student throughout the project process. But the mentor will also act as a door-opener, securing access to knowledge and making sure that the student is allowed the time necessary to complete the project.

In addition, having a mentor following the process will secure the company's Return On Investment (ROI), as the mentor guarantees that the student will work on a tailor-made project addressing challenges within his or her own company. Following the process firsthand, the mentor has the opportunity to learn vicariously from the student's experiences at 180° Academy.

The mentor must attend an information meeting on 12 January 2011 before the first module, and the mentor must join the student for the final examination of the individual project.

Band Role

The multidisciplinary Company Band is just as important as the mentor. It will ensure that the Company Project is truly 'live' and has meaning and relevance to the current needs of the company. The 180 student acts as a direct facilitator and conduit of knowledge and learning's from 180 Academy to his/her company as he/she applies the learning's in the Company Project.

This is how we educate organizations and not just the individual. The 180 student will learn 'on the spot' to collaborate across disciplines within the company, have support within the company for following through on the project and the company receives immediate ROI for their educational commitment to the student.

Eight steps to become a concept maker

At 180° Academy our point of departure are the aspirations and motivations of everyday people. From there we progress to ideation and creative concept development that is directly linked to these aspirations and motivations. These concepts are simultaneously merged with business applications to be commercialized. This is an acknowledgement of the fact that the world is not linear and linear thinking will not solve the dilemmas of a rapidly changing world.

At 180° Academy concept maker students will not only be judged on academic success, but also on business success. We have labeled this: "180° accreditation".

The programme runs for 22 months and consists of eight different modules – six in Denmark and two outside of Denmark. Each module runs for three to seven days.

All modules will have home work assignments related to group projects and individual projects to be assigned on the last day of the module and to be completed and delivered on the first day of the following module.

Evaluation of each module is an integral part of the learning as students are responsible for their motivations and aspirations in their education.

Points of reference

The MPP 180° Academy programme was developed in co-creation with and has continuously enjoyed very good support from industry and commerce in Denmark. Continuous dialogue helps ensure the currency of the programme. The programme has been attended by the following international business partners:

- Nokia
- Novo Nordisk
- Dong Energy
- Curiosity (Canada)
- Lego
- Danfoss Universe
- APC Denmark
- IBC International Business College
- Middelfart Sparekasse
- Suhr's Seminarium
- The Business Place (South Africa)
- Comwell
- Horsens Kommune
- Dan Bunkering
- Odense Universitetshospital
- Bang & Olufsen

- Aunsbjerg Nielsen
- Statens Center for Kompetence og Kvalitet

External examiners have confirmed that the courses of the 180° Academy are comparable in standard to any international master programme in the UK and the USA. The learning outcomes reflect the required level of creative and critical thinking of current business and academic standards.

“MASTER IN BUSINESS INNOVATION AND CONCEPT CREATION”

Kick-off meeting, Kolding, Denmark: 12 January 2011

- Mentor (or substitute) is required to attend
- Expectations of programme will be outlined
- Details of trip to South Africa will be given
- Discussion of reading list

Module 1

“Who is the Expert?”

South Africa

29 January – 5 February 2011

The goal of the project in South Africa is to help students shed their cultural blinkers, remove former biases as to how to innovate and be open to learn new ways of thinking and learning.

We will explore the links between collect, create and commercialize in exercises outside the students’ normal comfort zone through a community exercise involving positive deviance and ethnographic methods. We have changed as much as possible for the student: the country, the culture, the language – and the area where they are accustomed to innovate. Students will learn to see the world from the ‘other’ perspective.

After exposure to the Positive Deviance (PD) approach and relevant skill training, students will begin their PD practicum. The students will partner with local groups, (Non-Governmental Organizations) currently working on problems requiring social and behavioral change (i.e. different aspects of sustainability). Utilizing the Positive Deviance approach, the students and their partners will explore uncommon, but demonstrably successful solutions already existing within the community (PD practices). After identification of these successful practices, students and their partners will engage the community in designing opportunities for its members to begin to access and practice these new behaviors.

Through exploring the practice of PD, the students will further develop their skills as change agents in their organizations, understanding how to identify positive and negative PD practices.

Introduction to the Foresight assessment tool will support the students to identify personal thinking style to improve collaboration skills.

Faculty

PD Professor Mark T. Munger

Local experts SA

Main topics of study

People studies

- Ethnography and fieldwork methodology
- Positive Deviance

Innovation

- The landscape of innovation
- Social innovation

Culture/mindset

- Experience the culture of innovation

Hands-on

- Develop a concept in only one day

Team Building

- The Team Performance Model
- Your personal thinking profile

Module 2 Including mentors "Real life Concept Creation" 6 - 9 April 2011

Module two will focus on how our learning's from South Africa can be applied to ourselves as individuals, our communities and our companies. Innovators and concept makers are change agents in organizations, introducing new mindsets, methods and processes. The focus of the module is on how to manage the necessity for change in communication, collaboration and culture both within the organization and in the interaction with external stakeholders. Introduction to modern methods of leadership in a global, digital world with network based organizations and collaborations will prepare the students on how to positively tackle obstacles and resistance against innovation in their organizations. The Politics of Innovation and the Culture of Innovation will be explored and the students will gain insights into managing intellectual capital. Finally, we will have an introduction in to Business Anthropology and the kick-off of the 180 project

NOTE! We require attendance of either the mentor or a substitute for parts of the module.

Faculty

Dr. Martin Hermann, Hermann & Associates

Main topics of study

The politics of innovation

- Disruptive/adaptive changes

- Corporate transformation programmes
- Principles of adaptive leadership
- The creative revolution
- New leadership theories

The culture of innovation

- Opportunities for change – fieldwork study in your own organization
- Culture and change

Module 3

“The front end toolkit and business anthropology” 15 – 18 June 2011

How do we discover needs or solutions we did not know existed? What makes a ‘good’ question to research out in the field? How can “living in the question” be a valuable alternative behaviour to the familiar expert role? Our 180 project will be kicked off and students will experience the ethnographic approach to front end research. We will explore what makes a “good” observer, listener and data collector and learn the importance of “walking in someone’s moccasins” and shake off familiar beliefs and assumptions.

For the purpose of anticipating upcoming trends and changes in society and in the market place, we will explore the importance of broadening our own horizon and use available knowledge to develop new insights about the future.

Faculty

Karen Ward, Curiosity Inc

PhD students in Anthropology and research practitioners

Main topics of study

People Studies

- Business anthropology and praxis
- Participant observation
- Ethics in the field
- Data collection in the field

Market Research

- Qualitative and quantitative research methods
- Trend spotting

Pattern Recognition

- Introduction to discovery room and PR

Module 4
“Discover the opportunities”
17 – 20 August 2011

Module 4 is dedicated to important learning milestones within the Concept Creation process. With Pattern Recognition we will begin to understanding how to analyze ethnographic data and find patterns that are meaningful and relevant to the people we are innovating for. This will be done through the creation of a Discovery Room. At the end of Modules 3 and 4, students will be better equipped to know when to use ethnography, how to use ethnography and how to find good ethnographers. For many, it will be the learning of a new way to look at the mundane. They will have begun the crucial bridge between research and Concept Creation.

In addition to pattern recognition, students will learn about the main challenges of innovation from a business perspective and they will get introduced to different types of business- and market related innovation theories. Understanding the business perspective and challenges to innovation is an important addition to the learning from module 2, where behavior, culture and change were in focus. Like people studies, the skills of analyzing business processes and determining market strategies will add a new dimension to innovation, where the search for dilemmas and the identification of crucial challenges and the analysis of the market become important potentials for innovation.

Finally, as a playful element to the module, we will begin to practice creativity and prepare for ideation.

Faculty

Professor Teng-Kee Tan
Tom Hynek, IDEO

Main topics of study

Pattern Recognition

- The process of pattern recognition

Business innovation

- Innovation strategy/strategy innovation
- Blue Ocean Strategy
- Go-to-market strategies
- Dilemma theory and innovation
- Radical vs. incremental innovation
- Disruptive innovation
- Strategic business redesign
- Higher order need

Ideation and creativity

- The creative mind
- Introduction to ideation

Module 5

“The path to ideation”

5 – 8 October 2011

A critical milestone in the innovation process is translation of insights into actionable ideas that have a greater potential for delivering value to the stakeholders. This module takes up where the ethnographic findings and market/business analysis left off. It is a crucial module and involves the formal bridge between research and design or insight and Concept Creation.

Students will apply creative tools that help synthesize data, build stories that inspire the development of concepts that have the potential to deliver value to stakeholders. The stories that inspire innovation must be well grounded in data and need to be “sold” internally and externally. One of the key aspects of this phase is co-creation. It involves getting various stakeholder perspectives involved in multi-disciplinary teams, to integrate the insights and develop solutions collectively. Too often in the ‘real’ world, great insights and ideas are lost due to lack of participation of crucial stakeholders. Our students will invite and set up co-creation opportunities with relevant external stakeholders.

The tools and processes needed to make co-creation work and creativity unfold will be highlighted during this module. Topics will include pattern presentation, scenario building, ideation and mapping. In addition, the importance of business and market analysis and future scenarios while coming up with concepts will be covered.

Main topics of study

Creativity and Ideation

- Ideation tools and techniques
- Co-creation with brand and users
- Failing forward

Concept development

- Conceptualization
- Value proposition
- Concept evaluation and filters

Branding

- Introduction to Brand Value proposition
- Tangible brand
- Introduction to competitive landscaping

Module 6

“Visualizing and proof of concept”

23 – 26 November 2011

Visualization is a method for communicating an idea or attitude, sharing a vision about the future, showing the potential of a concept or visualizes complex, intangible or abstract circumstances. The visualization begins with fast, low-fidelity sketches and iteratively develops into high fidelity prototypes, incorporating feedback from stakeholder validations.

In the process of developing blueprint maps and prototypes, students aim to define conceptual models that help to comprehend the value proposition, adding the aspects of time and space to the description of the concept. The blueprint maps give the students an overview of the necessary back-end structure of the concept. Blueprint maps are the first step towards building appropriate business models around the concepts.

In the process of proof of concept students will in a collaborative process focus on involving different stakeholders and structure the input by finding patterns in the complexity of interrelated ideas and data. In the module students focus on the iterative process of expanding the ideas into relevant, attractive and viable concepts, incorporating the perspectives and knowledge of relevant competences and of potential user groups.

Main topics of study

Concept development

- Apply time, space and interaction
- Blueprint mapping

Low-res Prototyping

- Storyboarding
- Prototyping

Testing

- Participatory design
- Co-creating with users

Branding

- Competitive landscaping
- Brand experience

Module 7 Silicon Valley

“Business model innovation and go-to-market strategy”

28 January – 4 February 2012

What are the various ways available for innovators to generate commercial value of their innovation? Using the business model concept students develop their capacity to manage continuous change and constantly adopt to a rapidly changing market place. The continued process of bringing the idea to the market focus on the degree of differences between present prototypes and available alternatives on the market from the perspective of the potential user groups.

In the process of prototyping and business modelling students engage with the extent to which it is possible to copy, reverse engineer, or substitute the present idea with another. The models will be developed with reference to ideas of branding and design. The easier a solution is to imitate the more likely it will not represent a financially attractive business opportunity. Innovation in itself does not guarantee commercial success over time.

In the innovative business model design, students engage with the large number of barriers related to introduction in the marketplace. In the process of scaling the concept to a business with the potential of being attractive to investors, the students experience the criteria for investing in innovation.

Main topics of study

Business Model Innovation

- From concept to business
- Study and design of business models
- Creating competitive advantages through the design of new business models
- Business models for social innovation
- Future business scenarios/trends
- Value chain innovation
- Start-up innovation, entrepreneurship and venture capitalism

Go to market strategies

- Identification of market opportunities
- Customer priorities and market characteristics
- Global branding

Module 8

“Excellence in Concept Creation”

14 – 17 March 2012

In this module students will repeat the prototyping process and incorporate feedback and learning's into the final high-fidelity prototype, now including business model, core elements of the business plan with focus on go-to-market and commercialization.

The high-fidelity prototype will incorporate a branding strategy, brand character and include narrative and visual elements in the brand design. Design professionals will work with the students to define launching strategies including viral marketing, web 2.0 and other appropriate media.

Students will be trained to storyboard a didactically sound presentation and refine the personal ability to clearly articulate key messages in a professional Concept Creation language. Applying the 180° learning's to their own organization, students will reflect on how to communicate and illustrate their personal learning journey throughout the 180° programme.

Main topics of study

Prototyping/co-creation with customers

- High-res prototype/Prototype V2
- Customers priorities and expectations
- Web 2.0 / social web

Presentation and communication

- Storytelling
- Design tools
- Timing

Intro to the innovative organization

- The environment for innovative thinking
- Innovation process design
- Innovation management

Meet our faculty

Our teaching staff is recruited worldwide from both institutions of learning and private industry. Among these are experts and practitioners within the fields of anthropology, concept creation, interaction design, branding and marketing and innovation strategy.

Each module is comprised of a number of instructors and speakers that have chosen to co-teach and collaborate in the spirit of 180 Academy. The entire curriculum, in fact, was co-created and collaborated on by all members of the faculty and board of our academy.

In addition to the core modules and faculty members, each module will have one inspirational speaker or event allowing different parts of the mind to be enticed with innovation and Concept Creation.

This faculty list only shows core faculty member and not our list of distinguished guest speakers.

Mark T. Munger, Senior Associate, Valeocon Management Consulting, New York and The Positive Deviance Initiative, Tufts University, Boston

Mark Munger is an independent consultant and a senior associate at Valeocon Management Consulting, an international management consultancy focused on tailored, sustainable business improvement. His principal area of practice is executive leadership, innovation, and change. He has been a management consultant for more than twenty-five years. His experience ranges from consultation with venture capital groups and “start-ups” to Fortune 100 Companies. His work in the public sector includes multilateral organizations, health care providers, and advocacy groups.

For some time he has been associated with the Positive Deviance Initiative based at Tufts University in Boston, Massachusetts. He contributes to the theory and practice of Positive Deviance as an emerging tool for behavioral change in the context of intractable problems. He is currently active in two separate applications of Positive Deviance; using PD to eliminate MRSA infections in hospitals throughout the country and introducing PD to schools in California and New Jersey to improve student achievement. These schools are characterized by low-income, diverse populations in which student performance is challenged by a variety of environmental and social factors. This attempt to use PD to focus on areas of strength in the schools and in the school communities, in conjunction represents a novel approach to school transformation.

After serving as a Peace Corps Volunteer in Nepal, Mark continued his career as an urban high school teacher and helped to develop an alternative high school for

underperforming students. Previous to Valeocon, he held senior positions at two consulting firms in Boston, Massachusetts, and spent considerable time in private practice in collaboration with other practitioners. Mark has also taught organization and management at Harvard Medical School, and is affiliated with the Harvard School of Public Health, and the Institute for Global Leadership at Tufts University. He initiated a biomedical research and development effort for which his team received a US patent.

Mark has participated in a variety of initiatives in the area of socially responsible investing and the growing field of sustainable development. He has also served on board of director positions in nationally recognized organizations in the areas of health, advocacy, and human rights. He has lived and worked in South Asia, and maintains an interest in the dynamics of development and "globalization." He was educated at Princeton University and did his graduate studies at the Harvard Graduate School of Education in administration, planning, and social policy.

Martin Herrmann, Doctor, Universities of Bern and Munich and founder and CEO, Herrmann and Associates

Dr. Herrmann brings to his work a Physician's knowledge and understanding of scientific research and culture, coupled with the experience gained consulting to large organizations. He has over 15 years of management consulting experience and is the founder and owner of Herrmann & Associates.

Herrmann & Associates is a global group of senior consultants, headquartered in Germany. His focus is on the integration of strategic, operational and cultural skills to help organizations create outstanding results.

In addition, he does research in developing methodologies for organizational change using the emerging paradigm of complexity in co-operation with the Complexity and Management Centre of the University Hertfordshire Business School and Richard T. Pascale. He has co-authored the German edition of Surfing the Edge of Chaos – Chaos ist die Regel.

Areas of focus include:

- High performance team development
- Merger and joint venture integration
- Leadership development processes and training
- Operational effectiveness

Dr. Herrmann's work with global companies to achieve critical business results includes:

- Designing and implementing partnering strategies for mergers and joint ventures by addressing the social and political process as the key for success
- Developing high performing teams to produce breakthrough results

- Applying complexity theory and operational principles to produce outstanding results in complex organizational environments change
- Executive Coaching and Development

Dr. Herrmann is a Physician by training. Before his consulting career, he concentrated on the application of communication theory in psychosomatic medicine.

Martin was a partner with the DiBianca-Berkman Group, and managing director for its European operations. After the DiBianca-Berkman Group was acquired by CSC Index in 1994, he worked as the Vice President for Cultural Transformation in Europe.

He teaches at the Universities of Bern and Munich.

In 1997 Martin founded his own company, Herrmann & Associates.

Teng-Kee Tan, Dean UMKC ´s Henry W. Bloch School of Business and Public Administration, Missouri-Kansas

Prior to joining Nanyang University in 1999, professor Tan was an entrepreneur and the founder of several consumer product companies. His companies are involved in design, research and product development, engineering, manufacturing and export marketing to international markets. His companies hold several international engineering patents.

Professor Tan teaches strategic marketing, strategy, and technology entrepreneurship & innovation at MASTER and graduate level – with a holistic and case oriented approach that is very similar to the visions behind 180° Academy. His innovative teaching pedagogy has been featured in the Asian Wall Street Journal.

He is also the founding Director of the Nanyang Technopreneurship Center. The Center promotes and nurtures technology entrepreneurs. Here professor Tan developed the first Technopreneurship and Innovation Graduate Program (TIP) in the world, a collaboration with the University of Washington, Seattle. The TIP program has a unique value proposition of "Transformational Entrepreneurial and Innovation Education".

Professor Tan spent eight years with Electrolux AB, beginning in 1977 as Division Manager for Electrolux S.E. Asia in Singapore and subsequently as Corporate Vice President-Marketing with Domestic Canada. He left Electrolux in 1980 and joined Sunbeam Corporation, USA.

He spent nine years with Sunbeam as Director of Business Development at Sunbeam´s Canadian division and was subsequently promoted to its corporate

office in Chicago, USA. Professor Tan rose to the position of Vice President and member of the Executive Committee at Sunbeam's most profitable division, Northern Electric, Inc.

Professor Tan attended the Kellogg Graduate School of Management, Northwestern University, where he obtained his MASTER. He received his Ph.D. from the Judge Institute of Management, University of Cambridge. His research is in Dilemma Theory and New Product Development & Innovation. His first book, entitled "Strategy Innovation - A Dilemma Resolution Approach" is co-authored with Dr. Charles Hampden-Turner of The University of Cambridge.

Professor Tan's consulting practice encompasses strategic visioning, strategy innovation, corporate entrepreneurship and innovation, strategic planning and implementation in a domestic and global environment, strategic marketing planning and implementation, brand marketing, change management and balanced scorecard design and implementation. His clients include: Sunbeam Corporation (USA), Southern Plastics Malaysian Sdn. Bhd., Techno Diffusion (France), the Singapore Ministry of Foreign Affairs, Singapore Press Holdings, Matsushita Corp (Japan) and Silk Air (a division of Singapore Airlines), Sony Europe and Air Liquide (France) Group.

Tom Hynek, Consulting Visiting Professor, IDEO, Munich

Tom joined IDEO Munich in 2004 as Human Factors lead and project manager. While studying industrial design and design strategy at Institute of Design at IIT in Chicago he was inspired by the emphasis on human behavior as a key driver for innovation. Over the last 12 years Tom, 42, has been helping companies develop new products, services and communications around the stated and unstated needs of customers.

At IDEO Tom and his teams impart Design Thinking methods and processes to clients along the innovation journey. Providing new perspectives and insights around the needs and behaviors of people and their relevance to design and business are some of Tom's chief activities at IDEO.

Tom's professional background spans a number of industries including financial services, energy, transportation, IT services, telecommunications, consumer goods and pharmaceuticals. Before IDEO, Tom worked with Doblin Group in Chicago, MetaDesign in Berlin and later was a partner of a human-centered web strategy consultancy in Berlin. Tom is currently a member of IDEO Munich's Health and Wellness Practice leadership team. Tom will be teaching pattern recognition which is included in the create phase of the 180° philosophy.

Richard Pascale, Associate Fellow, Oxford University and Consulting member of Faculty

An architect of and undisputed expert on corporate transformation programs and a bestselling author, Richard Tanner Pascale is an Associate Fellow of Oxford University (teaching at Oxford Said Business School) and Principal of Pascale and Brown in San Francisco.

He has worked closely with the CEO and top management teams of many large corporations including AT&T, General Electric, The New York Times, Marriot, British Petroleum, Ciba Geigy, Intel and Morgan Guaranty Bank. Additionally, he has conducted research at GM, Ford, Chrysler, British Airways, Motorola and Sony.

Pascale combines a rare synthesis of scholarly thinking and practical experience. He encourages agility, which enables businesses to reinvent themselves in the dynamic and volatile new economy. He sets the rules for creating complex adaptive systems that are poised to constantly to rethink strategic initiatives and attain the renewal necessary for success.

Much of his later work has examined what businesses have to do to survive in a turbulent climate. He identified corporate 'agility' as a main reason for the success of Japanese corporations operating in the US market and has developed similar concepts further in an effort to show how modern companies should go about managing change.

Unless they develop the ability to learn, adapt, and involve their whole workforce, many companies, he believes, will not survive. In his book, *Surfing the Edge of Chaos*, he describes the "positive deviant" – a philosophy closely connected to the 180 idea of a concept maker.

His latest research focuses on the emergence of self-organization. Prior to his current work, Pascale was a professor at Stanford University's Graduate School of Business and for 20 years taught the most popular course in their MASTER program - a course on organizational survival. Furthermore, Richard Pascale was a White House Fellow, Special Assistant to the Secretary of Labour and Senior Staff of a White House Task Force. Pascale also served as advisor in Iraq to U.S. AMasterssador Zalmay Khalilzad during the summer of 2005. This work entailed the transition of the new aMasterssador into his post and the management of the largest U.S. mission in the world

Richard Pascale will teach transformation management and positive deviance at 180° Academy.

Marguerite Gong Hancock, Associate Director, SPRIE Stanford University, San Francisco

Marguerite Gong Hancock is the associate director of the Stanford Program on Regions of Innovation and Entrepreneurship (SPRIE). For SPRIE, she manages project research, conferences and seminars, publications, and oversees the project's affiliated academic and government research partners in six countries in Asia. She leads SPRIE's China team, guiding research on high tech regions, case studies of information technology companies, and new work on the globalization of R&D and high tech leadership in Greater China.

She is co-editor of *Greater China's Quest for Innovation* (Walter H. Shorenstein Asia-Pacific Research Center Books, 2008), *Making IT: Asia's Rise in High Tech* (Stanford University Press, 2007) and *The Silicon Valley Edge* (Stanford University Press, 2000). She continues to be an active member of Stanford's Entrepreneurship Task Force and a speaker to university and business leaders, including presentations for executive education and conferences in Silicon Valley and Asia.

A specialist on government-business relations in the development of information technology, Hancock has worked as director of Network Research for the Stanford Computer Industry Project at the Graduate School of Business; as a research associate at the East Asia Business Program of the University of Michigan; and as a company consultant in Boston and Tokyo. She holds a BA in humanities and East Asian studies from Brigham Young and an MA from Harvard in East Asian studies. While pursuing a PhD at the Fletcher School of Law and Diplomacy, she focused on computer industry development in China.

Karen Ward, founder and CEO, Curiosity Inc., Canada

Karen began her career in marketing at Leo Burnett where she worked on the Kellogg's account and the international award-winning "Look Good on Your Own Terms" Special K campaign. She then moved onto The Body Shop Canada where she developed the company's Local Shop Marketing program after which she assumed the role of Brand Marketing Manager and worked on the development and execution of the Canadian Brand Strategy. In 2000, Karen joined D-Code, a firm specializing in the Information Age Generations where she led research, strategy and innovation projects with Nike, Coca-Cola, Nortel, Procter & Gamble, Labatt Breweries, Haworth and the Government of Canada. She was a highly sought after speaker and spoke across Canada on the attitudes, values and influence of Generation X and Y. Eventually, the entrepreneur within emerged and Karen launched her freelance career.

As an independent strategist and researcher Karen worked with a wide range of clients in the private and public sectors - Human Resources Development Canada, Campbell's, Health Canada, Weston, United Nations Association of Canada, Vincor, The Innoversity Creative Summit, Wyeth Consumer Healthcare, Travesty Productions and BuzzTaxi.

One of Karen's primary clients was Cossette Communication-Marketing where she supported the Coca-Cola and General Mills accounts as a Senior Strategist and also led research and innovation projects on Dare Food, Shopper's Drug Mart and the CNIB.

In 2005, Karen brought her independent pursuits together more formally and launched Curiosity Inc., a research and innovation company that helps organizations cultivate curiosity and discover and leverage insights and opportunities that lead to product, service and experience innovation. Under Karen's leadership, Curiosity Inc. has explored a wide range of questions working with client partners in the consumer package goods, financial services, retail, automotive and entertainment industries and in the education and not-for-profit sectors.

Karen holds a degree in Sociology and Film Studies from Queen's University and brings her passion for film and storytelling to her inquiry and insight seeking; she is the producer of several consumer and user documentaries. She is also deeply committed to supplementing her professional pursuits with extended sabbaticals in foreign lands - she's lived and volunteered with a women's co-op in central Turkey and spent several months living in Paris where she studied French and conducted an ethnographic study of Parisian dating rituals. She recently graduated with distinction from the 180 Academy in Denmark with a Masters in Innovation and Concept-making.