

# Can Mocca Innovate?

## *A Mocca pode Inovar?*

Nelson Beuter Júnior

Kadigia Faccin

Mateus Augusto Fassina Santini

Michele Kremer Sott

### ABSTRACT

This case is a narrative with a fictional plot based on real facts experienced by the authors throughout their professional careers. We present Mocca, a family business in the footwear industry with 34 years of experience that reached its peak in the late 90's. However, in the early 2000s its sales decreased due to the reduction of trade barriers and the migration of the footwear sector to the country's great centers – thus the company had a period of stagnation. So now Mocca needs to reinvent and innovate to grow again. Some questions are raised and Mocca's managers need to identify innovation tools that help the implementation of innovation strategies for business growth. Thus, managers look for alternatives to implement innovations that put Mocca back on a competitive level. In this case, with the support of innovation management tools, students are guided to discuss and explore solutions for Mocca.

**Keywords:** Innovation; leadership; strategy.

### RESUMO

Este caso é uma narrativa com enredo fictício baseado em fatos reais vivenciados pelos autores ao longo das suas trajetórias profissionais. Para tanto, apresenta-se a Mocca, uma empresa familiar do ramo calçadista com 34 anos de existência e que viveu seu ápice no final dos anos 90. Entretanto, no início dos anos 2000 viu suas vendas diminuir por conta da redução de barreiras comerciais e da migração do setor calçadista para os grandes centros do país – desde então a empresa passa por uma estagnação. Agora a Mocca precisa se reinventar e inovar para voltar a crescer. Algumas questões são levantadas e os gestores da Mocca precisam identificar ferramentas de inovação que auxiliem a implementação de estratégias de inovação para o crescimento do negócio. Assim, a Mocca busca alternativas para implementar inovações que a recolorem em um patamar competitivo. Neste caso, com o apoio de ferramentas de gestão da inovação, os alunos são orientados a discutirem e explorarem soluções para a Mocca.

**Palavras-chaves:** Inovação; liderança; estratégia.


Submitted: 07/09/2021

Accepted: 20/12/2022

Nelson Beuter Júnior   
nelsonbeuterj@yahoo.com.br  
Master's Degree  
Unisinos University  
São Paulo / SP – Brazil

Kadigia Faccin   
kadigiaf@unisinos.br  
Doctor's Degree  
Unisinos University  
Porto Alegre / RS – Brazil

Mateus Augusto Fassina Santini   
mateus\_santini@yahoo.com.br  
Master's Degree  
Unisinos University  
Porto Alegre / RS – Brazil

Michele Kremer Sott   
sott.mk@gmail.com  
Master's Degree  
Unisinos University  
Porto Alegre / RS – Brazil

## Practical implications

The case presents the dilemma of Mocca, a family company in the footwear industry that needs to innovate to stay in the market. The study will serve to support students and managers in understanding a proactive approach to transforming processes and organizational culture toward innovation.

### **FROM DREAM TO REALITY: THE COMPANY MOCCA IS BORN**

João, the founder of Mocca more than 40 years ago, is immensely proud of the legacy he has built up to now. The middle son of a family of 8 siblings, João was born, grew up, and lived until he was 18 in the border region, close to São Borja. His parents, subsistence farmers, had a small piece of land where, with a lot of effort, they guaranteed the family's livelihood, from the raising of some meat animals (cattle and sheep), milk cows, and half a hectare of cultivation. of corn.

When he reached the age of majority, João decided to leave the field and try his luck in the Metropolitan Region of Porto Alegre. The news reaching the frontier in the late 1970s was of great prosperity in the Vale dos Sinos region due to its leather-footwear industrial hub. With no difficulties, he soon got a job as a production assistant in a women's shoe production industry, in Estância Velha, in Rio Grande do Sul / RS. Interested in the field, he soon joined a technical course in Leather Technology, offered at the city's SENAI unit.

Already graduated, with the knowledge acquired in the course and the experience of a few years in the production of shoes, João decided to set up his own business in 1986. Mocca was born. In a room at the back of his house and with the help of his wife, João started to produce uppers for women's moccasins. The upper is upper part of the shoe that covers and protects the foot. All of its production was destined for larger companies, which used its product adding soles and accessories for later sale to end customers.

The strong demand for footwear from Rio Grande do Sul in the early 90s made Mocca grow. More space, more people, and more raw materials were the three management guidelines adopted by João to take advantage of the good moment in the footwear industry. It was 1991, João decided to build a shed to house his production. At that time, the company had João, his wife, and 5 other employ-

ees, who were João's cousins and nephews and who, like him, decided to leave the countryside to try their luck near the Capital. In this new space, João divided production into three sectors: cutting, sewing, and finishing, and hired a large number of employees and production assistants who were distributed in the three sectors.

### **FROM BIRTH TO MARKET LEADERSHIP: MOCCA CONSOLIDATES**

By mastering the technique, João trained all of Mocca's new employees in their respective operational functions. He maintained this practice for many years as he enjoyed teaching and "putting his touch" on the development of each employee. This made him very close to the workers, maintaining a "family" atmosphere in a company that grew more each year (in revenue and employees). He began sharing this task with production supervisors in 1999 when he institutionalized the "Padrinho Program". Every employee in the first 6 months of the company was accompanied by a colleague with more than 2 years of seniority. There was no specific syllabus to be fulfilled, only the need for learning "through work". Even so, whenever possible, João dedicated part of his time to passing on his knowledge to younger employees.

In 2001, fifteen years after its creation, Mocca continued to focus on the production of moccasin leather (now with a small line of female and male models), which gave the company market leadership in this niche. The company had almost 150 employees and a portfolio of customers throughout the South and Southeast regions, as well as markets in Uruguay and Argentina.

### **FROM LEADERSHIP TO DIFFICULTY: MOCCA LOSES ITS SPACE**

The growth of the organized footwear hub in Franca, in the interior of São Paulo, as well as the entry of Chinese competitors from the 2000s onwards, ended Mocca's prosperous period. The Franca hub quickly took the lead in the Southeast and Northeast markets (where several footwear companies in RS moved due to attractive tax benefits and cheaper labor). In addition, Franca's better geographic positioning favored outflow logistics with the Northeast market.

The reduction of trade barriers with China brought difficulties for the entire Brazilian footwear industry. Even with import taxes, the Chinese price continued to be very competitive, which caused a downturn in the domestic market. The effects, however, were much more felt in the Rio Grande do Sul hub of Vale dos Sinos. In ad-

dition to competition with France and China, and the migration of production by Mocca's customers from RS to the northeast, the economic crisis in the South American markets, mainly Argentina, caused Mocca to enter a crisis. In 2008, the loss of customers led to a ripple effect of reduced production reduced sales, and mass layoffs.

Cautious and risk-averse, João finds it difficult to understand contemporary economic dynamism. So, very upset and dissatisfied with the decline of the company that he is so proud of, he decides to start a process of transforming the firm. João puts his son Eduardo, a recently graduated production engineer, in the position of Production and Quality Manager. Until then, Mocca's hierarchical structure consisted of only 3 levels: João as Director, centralizing all administrative, commercial, and production management; a second level composed of 4 supervisors, one from each production sector - cutting, sewing, and finishing - and 1 administrative). And a third level, composed of production and administrative assistants.

Eduardo's arrival, in addition to creating a new hierarchical level in the company, allowed João to focus on administrative and commercial management, mainly on finding clients to restore the company's health. On the other hand, Eduardo's mission was to breathe new life into the production of a company that for 22 years had been producing a limited line of products (female and male moccasin leather) and with a declining consumer market.

## **FROM DIFFICULTY TO ANNOUNCED CHANGE: MOCCA HAS A NEW OPPORTUNITY**

Eduardo is a young professional who has helped his father in the company since he was a teenager. He transited through all sectors of Mocca, both in support of administrative activities and in production. It was his interest in the factory floor that nurtured his desire to become a production engineer. During his last years of college, Eduardo served as a Production Supervisor in the Sewing sector. During this period, he already identified many opportunities for improvement in the layout of sectors and the logic of the company's production line. The knowledge acquired in college, such as *Lean Manufacturing*, 5Ss (*Seiri* - organization, *Seiton* - tidying, *Seiso* - cleaning, *Seiketsu* - standardization, *Shitsuke* - discipline), and production quality systems (ISO 9000 series), opened a new universe of possibilities of contributing to the company. However, even though Eduardo tried little by little to implement

some of these concepts, João, his father, barred the evolution of these proposals with justifications such as: “It is not the time”, “Changes demand investment and times are now scarce”, “ Our problem is not in production. We produce well and with quality. Our problem is that we don’t have customers!”.

As can be seen, Eduardo knows the operational scenario of the firm’s production as well as his father (perhaps he knows even more!). Now, in the position of Production and Quality Manager, Eduardo has more autonomy to implement his ideas, although he still depends on the approval of his father, the Director of the company. However, desperation over the firm’s condition made João delegate greater autonomy to Eduardo to take new directions in the company’s production. To begin with, Eduardo decides to implement a plan for incremental improvements to the production line, making it leaner (reduction of jobs), more agile (less technical actions carried out by workers at each station), and standardized (creation of protocols of work, with a sequence of clear and objective actions to be developed in each position). As a result, it was possible to reduce the production time of the uppers in a short time, with a lower failure rate, which increased productivity and reduced the generation of product discards outside the sales specification.

Like his father, Eduardo was very close to all employees due to his history with the family business and experience in many sectors. However, someone always came to his ear suggesting ideas that he could take to his father to evaluate the possibility of implementation. Inspired by these experiences, Eduardo decides to institute the “Good Ideas Program”. In this program, any company employee could make suggestions to improve the company’s productivity. Every employee whose idea was validated and implemented was awarded a 25% bonus on the month’s salary, in addition to formal recognition given by “Sr. João” during the company’s half-yearly results presentation event for all employees. The proposal worked very well. Several ideas emerged, most of them simple, but which had an impact on reducing the use of resources (such as raw materials and energy) and optimizing tasks.

At the end of Eduardo’s first year (December 2008) as Production and Quality Manager, Mocca had only 65 people on staff, but managed to reach the same productivity rate achieved by the company in 2001, when it had 150 employees! This impressive number resulted in a substantial drop in production costs, again giving Mocca a degree of competitiveness in the regional market.

João, now more dedicated to the administrative and commercial management of Mocca, sought to establish a relationship with three companies in the Vale dos Sinos region: one specialized in rubber soles, another specialized in plastic components for footwear (toe and counter), and the third a galvanic company with expertise in metallic footwear accessories. This small network, formed by Mocca together with these companies, allowed the re-establishment of contracts with companies that had migrated from RS to the Northeast, and the shared shipment of product loads from these companies reduced the logistical cost and increased the frequency of orders. After years of decline, Mocca's revenues were rising again.

## YEARS OF STABILITY APPROACHING

The following years were of stability. Mocca was able to regain its financial health by re-establishing contracts with old customers and gaining new ones. The year is 2013, and production was very well adjusted, with good productivity rates, low loss rates, and well-optimized resources. However, revenue had not grown for two years. João wondered how to resume revenue growth. Mocca had reached a difficult step to overcome. Eduardo kept looking for engineering solutions, trying to reduce time, movements, and resources... Anything that could have repercussions in reducing production costs. If before simple actions generated a great impact on the business, now a process that was already highly optimized had serious difficulties in leaping greater than a small step. It is at this point that Eduardo suggests to João that he add a new skill to the Mocca team.

In a management meeting with João, Eduardo comments: "If we want to do more, we need to do something different from what we've always done. What do you think about hiring Júlia to take care of customer relations and marketing? I think she can collaborate with us by bringing a vision different from what we currently have on the market". João was initially a little reticent to Eduardo's idea. Júlia is João's youngest daughter and had just returned from a student exchange in Milan. She had gone there on a scholarship opportunity for the Design course, a course she was taking in her final semesters.

– "I'm not sure. Your sister hasn't finished her studies yet, and besides, she doesn't understand anything about business! She never showed interest in setting foot here in the factory. What do you base this proposal on?" – argues John.

– “Well... Júlia thinks differently from us. Her training is aimed at designing new products and services. I understand that she could contribute to us by doing exactly this! Let’s be realistic, will we sustain ourselves by producing moccasin uppers all our lives?” – Contrasts Eduardo.

João, a little upset, concludes: “Okay, Eduardo. I see that we don’t have many alternatives other than risking something different. So, I propose that your sister come and do an internship here with us to see if it will work out”.

Julia is a born entrepreneur. She relates and communicates very easily. Intrepid, she perks up when faced with challenges. A typical point of view of “seeing the glass half full, rather than half empty”. Unlike Eduardo, Júlia was never directly interested in the family business. However, her passion for finding solutions to everyday problems gave her the opportunity. Due to this, since the age of 15 Júlia has been part of the Student Union of her school, mobilizing collective actions and proposing actions to qualify the school environment. In addition, she was part of an environmental group dedicated to the protection of wetlands and riverside areas of Rio dos Sinos. She had often participated in demonstrations against tanneries that dumped process effluents without treatment directly into the Rio dos Sinos, leading to the death of fish. In a way, all of this alienated Júlia from the family business. Deep down, she understood that Mocca had a co-responsibility for the disasters in Rio dos Sinos, since the company buys leather from tanneries in the region for the production of moccasin uppers.

During the family dinner, João calls his daughter and invites her: – “Júlia, I’ve been thinking... what do you think about working with us at the company doing an internship as a designer?” – Júlia is a bit incredulous at her father’s invitation, but at the same time happy with the opportunity, she replies: – “I never thought of working there... But thinking about it, I think it could be an interesting challenge. I accept!” Happy with the acceptance, João explains that the company needs a different type of gas. He said that Eduardo encouraged him to “think outside the box” and that Júlia could help a lot with that. Júlia nodded and with a smile thanked her father and brother for the opportunity.

In the first days of the internship, João took Júlia with him to visit new clients. During the visits, she identified some points that she later questioned her father: – “Dad, have we ever asked our customers what they need?” A little surprised by the question, João replied: – “Actually, I don’t think so... Whenever we go to a new cus-

together, we show our product catalog... Some are interested, others are not... It's life, my dear daughter..." – "And doesn't it tempt you to know WHY they aren't interested?" – retorts Julia. Already a bit confused and impatient with those questions, João replies in a critical tone: – "I think the customer has the right NOT to be interested in my product... educated...". Júlia is amused by João's nervousness. She realizes that her father did not understand the real meaning of her question and explains: – "Calm down, father. That's not what I meant. When I asked you, I wanted to understand if you practice market research, customer satisfaction research, or product development in partnerships... Do you understand?". John now understands Julia's questioning, and realizes that she was very pertinent: – "Júlia, I had never thought about this... But maybe it's a good idea!".

Julia is excited by the opportunities that bloom in front of her. The conversation about customers she'd had with her father the day before filled her with enthusiasm. What excites her, however, is not the condition of the company, but the various contribution spaces that it can fill with its expertise. With the energy of his youth, his mind open to the new and, mainly, the desire to make a difference in his family business, they feed Júlia more and more in her mission.

Willingness to make it happen and the energy to undertake are fundamental. Júlia sees in a very concrete way a sea of opportunities to be navigated by Mocca. She has the belief that the results of her ideas will be extraordinary for the company. However, Júlia is faced with a basic but structuring question, so that her plans can evolve: WHAT and HOW to do it? "I can see the horizon very clearly, right in front of me. But there is an ocean separating me from this horizon. What am I going to use and how am I going to use it to reach this horizon?".

Júlia knows that the word of the moment is innovation...

## A NEW POINT OF VIEW

The period lived by Júlia in Milan gave her a very interesting baggage of experiences with product and service innovation. His scholarship was linked to the School of Design of the Polytechnic of Milan (<https://www.polimi.it/it>), a world exponent in the field. Within a year, Júlia had the opportunity to learn about the institution's three different lines of research: "*Design and Cultures*"; "*Design for Environments, Landscape and Mobility*", and "*Products, Strategies, and Services*". The last



of these three, in particular, was the one that most attracted Julia, as themes such as innovation, design for sustainability, organizational strategies, and entrepreneurship were the focus of this line.

Júlia now asks herself what would be the best way to implement the knowledge acquired in Milan in Mocca's current challenges. A keyword comes to Julia's memory: collaboration. A basic lesson she learned in her early days in Italy was that innovation does not exist without collaboration. Julia needed help, help that transcended the borders of Mocca and her family. In an insight, Júlia decides to schedule a coffee with her friends from the Innovation and Leadership Management (LM) course at UNISINOS. Júlia is studying Design, but she knows a lot of people from other courses due to her involvement with the institution's Central Student Directory (of which she is treasurer). She thinks the LM class can be a source of inspiration for potential Mocca solutions.

It's early April 2019 and Easter is just a few weeks away. Júlia has been interning at Mocca for less than a month and, in this short period, she piles up ideas to change the relationship with customers and suppliers and, in the same magnitude, is full of doubts about the impacts that her proposals may cause at Mocca. Coffee with friends from GIL is an opportunity to discuss these desires and anxieties. The clock reads 17:45, and Julia is anxiously awaiting the arrival of her friends. She is sitting at the Happy Station table in Centro E in São Leopoldo. At 5:50 pm, Julia's friends arrive (and they arrive in droves!). Everyone orders their coffee (some order a snack because they are going to have a class next) and the chat begins...

Júlia contextualizes her friends about the Mocca scenario. In short, a family business with 33 years of existence dedicated to the same product portfolio. It has experienced periods of calm and storms. It is currently in a stable condition, but not sure how long it will last. Júlia is very concerned about the fact that there is no current plan to deal with any changes in the market scenario. Júlia's friends from GIL listen attentively, and as soon as she concludes her prologue, they begin the dialogue with provocative questions. Now, it is Julia who listens attentively:

- How does Mocca identify opportunities for business growth? What tools does she use for this purpose?
- How does Mocca set up its implementation strategy for these initiatives? Is there anyone responsible for this? Is it one person or a team?

- How does Mocca manage the resources needed to put these solutions into practice? Are these resources all from the firm or are external resources also used?
- Does Mocca have a structured organizational knowledge management process, in which the lessons learned from each solution project, whether successful or not, allow the firm to learn from mistakes and successes made?
- What indicators does Mocca use to manage the firm's innovation? How does Mocca evaluate and determine that a given innovation is more valuable than another?

Júlia listens carefully and reflects on each aspect raised. Soon, she identifies that, with the short time of internship in her family's company, she is unable to answer the questions asked. Some answers soon come to your mind with examples of practices that are now established in the company. However, she is not sure if the answers she can give at this moment fully respond to each of the questions raised. She soon asks herself: What would be, after all, the right answers? What options could she give her father and brother so that Mocca can be given a new direction, ensuring the sustainability of the business? Would following current practices be enough to guarantee Mocca's existence in the coming years?

After listening to everyone, Júlia says: guys, I came here to talk to you thinking that I had some doubts about "how to innovate in my family's business". Now, I'm full of doubts! And they are not only about "how to innovate", but also "how to implement", "how to provide resources" and "how to assess the quality" of innovations. In other words, what I need is to understand how to constitute an "innovation management" at Mocca.

## Case Teaching Notes

### SITUATION DESCRIPTION

This case addresses the business reality experienced in organizations concerning the following managerial aspects: innovation management, strategic management,

and project management. In this context, the case presents the dilemma faced by the fictitious company called Mocca, which operates in the footwear sector in Vale do Rio dos Sinos, in Rio Grande do Sul.

The dilemma faced by Mocca concerns the drop in the company's financial result, motivated by the reduction of trade barriers with China and due to the migration of the footwear sector to the city of Franca in São Paulo. Based on this context, Mocca seeks to reorganize its processes and seeks alternatives to implement innovations that put it back on a competitive level.

## EDUCATIONAL OBJECTIVES

The main teaching objectives, in this case, are four:

1. Expand understanding about the implementation of innovation management, expanding the concept beyond the usual discussion. And thus bringing a look at innovation management as a process – that is, planning the process before the action;
2. Understand the innovation management process and relate the practices and tools at each stage of this process;
3. Expand the concept of innovation management beyond the traditional (reactive) approach to a proactive approach – considering not only the parties directly involved, but all stakeholders who can influence the innovation process;
4. Exercitar o papel de estrategista em organizações a partir da compreensão dos conceitos e ferramentas que podem auxiliar no processo de gestão da inovação.

## TARGET AUDIENCE

This teaching case was developed to be applied to undergraduate and graduate students (*lato sensu* and *stricto sensu*). In this case, students will be able to experience the business reality from various aspects, especially regarding the complexity and implications of the decision-making process. In addition, when proposing new strategic paths, students will exercise the role of manager, as they will have to make strategic choices and resignations, as well as estimate their impacts.

## PEDAGOGICAL APPLICATION

This case study can be used in Innovation Management, Strategic Management, and Projects Management courses.

In Innovation Management courses, it can be used in the disciplines of innovation implementation methods – addressing aspects related to planning, execution, and analysis of innovation management. In the Strategic Management discipline, it can be used to reflect on decisions focused on a strategic direction based on the threats and opportunities of the operational environment. Finally, in Project Management courses, this case can be used in the implementation of the areas of knowledge foreseen in the PMBOK and agile methodologies.

## CASE STRATEGIES FOR TEACHING

This case was designed to be applied in two classes of three hours each. The proposals for each of the classes are presented here. For application, students are expected to have read the pre-class material highlighted below.

### A. *Pre-class preparation and questions*

Before applying the case, students are expected to:

1. Have read the case;
2. Have read at least one of the articles and books that provide the necessary theoretical foundations to analyze the dilemma faced by Mocca (available in the References section).
3. To provoke reflections about the case study and ensure constructive discussions in the classroom, it is suggested that students initially answer the following questions
  - What is the Mocca dilemma?
  - What are the organization's main challenges today

It is important to make clear to the students the importance of this preparatory step, and it is also suggested that they prepare a short presentation<sup>1</sup> answering the questions above. This presentation will be shared at the time of the group dynamics. It is also suggested that this material is part of the student's evaluation, corresponding to 30% of the final grade.

<sup>1</sup> Presentation content (preparation):

- Slide 1 – Case title and student(s) name(s)

- Slide 2 – Mocca company dilemma
- Slide 3 – Main challenges of Mocca company.

## CLASS 1

### A. Organizing the case discussion

Table 1, below, suggests a schedule for the execution of the activity of Lesson 1, which will be divided into four stages (1-4) with a predetermined time. We have stipulated around 50% of the time for student protagonism, 30% for the teacher, and 20% for everyone to interact, as shown in the table.

**Table 1** Schedule of execution of Class 1.

Step	Step time (minutes)	Activity time (minutes)	Activity	Responsible
1	10	0-5	1.1 Professor explains the dynamics of the class.	Professor
		0-10	1.2 Definition of study groups - 4/5 students per group.	
2	45	40-60	2.1 Professor gives an overview of the case, highlighting the main points and making clear what the dilemma is.	Professor
		60-85	2.2 Professor gives an overview of each article, highlighting the main points.	
	15	85-100	Break.	Shared
3	60	100-130	3.1 Group discussion - elaborating on the characteristics of each pillar of innovation management that Mocca can follow.	Students
		130-60	3.2 Group presentation.	
4	20	160-180	4 Final discussion - main learnings and feedback from the teacher to the groups.	Todos

## **B. Detail of each step of Lesson 1 according to Table 1**

### **1. Step 1 – initial alignment (10 minutes)**

- 1.1 Professor explains the dynamic of the class – at this point, the teacher makes it clear how the process of discussing the case will work. It is important to reinforce that responsibility will be shared and that one step is dependent on the other.
- 1.2 Professor conducts the division of the study groups - a maximum of 5 students per group is suggested. It is important to divide the class so that the preparatory activity (pre-class) is done cooperatively - that is, each student reads one of the articles.

### **2. Step 2 – explanation/reflection - theoretical basis (45 minutes)**

- 2.1 Case overview – It is suggested that the teacher make the context of the case clear. As a suggestion, you can start the explanation by asking the class if anyone has experience in the footwear industry. If any students, depending on the maturity and experience level of the class, have already experienced a similar situation.

After this brief introduction, to return to the case of the company that is made clear in Julia's words: *"Guys, I came here to talk to you, thinking that I had some doubts about "how to innovate in my family's company". Now, I am full of doubts! And they are not only about "how to innovate", but also "how to implement", "how to provide resources", and "how to measure the quality" of innovations. In other words, what I really need is to understand how to set up "innovation management" at Mocca.*

After those words, Julia spent the evening thinking, "what am I going to do for Mocca to innovate?"

- 2.2 Articles overview - At this point, the professor can make an initial explanation about the central points of each article and, at the same time, propose a discussion about how to implement the innovation process at Mocca.

The professor should provoke the class into addressing the main stages of the innovation process:

- Prospecting and ideation;
- Strategy building;
- Resources mobilization;
- Implementation;
- Evaluation.

Not to point out the solution, but to motivate students to think about what each of these five steps means and to present practical examples of initiatives that fit each step. At this point, the focus is on assimilating the concepts of the steps. It is important to reinforce to the students the importance of everyone's participation, as well as that it is crucial to take note of the main points discussed. As a suggestion, some questions related to the following references can guide this process.

2.2.1 TIDD, Joe; BESSANT, Joe. *Innovation Management* -5. Bookman Editora, 2015.

- How it is possible to manage innovation?
- How an innovative company is built?

2.2.2 BROWN, Tim. *Design Thinking: a powerful methodology to decree the end of old ideas*. Alta Books, 2020.

- How design thinking can help the innovation process at Mocca?
- How to translate observations into insights at Mocca?

2.2.3 CHRISTENSEN, Clayton M. *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. M. Books Editora, 2019.

- Mocca's strategies should be more incremental or disruptive?
- How can technology help Mocca in the innovation process?

2.2.4 NAGANO, Marcelo Seido; STEFANOVITZ, Juliano Pavanelli; VICK, Thais Elaine. *Innovation management processes, their internal organizational elements and contextual factors: An investigation in Brazil*. *Journal of Engineering and Technology Management*, v. 33, p. 63-92, 2014.

- How can we evaluate the characteristics of Mocca's organizational elements?
- How do these elements influence Mocca's ability to innovate?
- Which tools Mocca can use in its innovation process?

### 3. Step 3 – discussion/proposition/presentation (60 minutes)

- 3.1 Group discussion – Based on the material developed in "STEP 1", together with the notes/reflections from "STEP 2", students should discuss and present the characteristics of each stage of the innovation management process that Mocca can follow.
- 3.2 Group presentation – a apresentação deverá ser suportada por arquivo em formato .ppt com, no máximo, cinco slides. O tempo de apresentação irá depender da quantidade de grupos. Sugere-se que seja exercitado o poder de síntese dos alunos, dado que os mesmos estarão simulando uma apresentação para os Conselheiros da empresa Mocca.

### 4. Step 4 – closing (case vs. theory)/feedback (20 minutes)

- 4.1 In the last step, after all, the presentations are completed, the teacher should make a closing - linking the main points presented by the groups with the content of the articles. He should also provide feedback to the students regarding the positive points of the activity, as well as possible opportunities for improvement.

## C. Students evaluation – Class 1

Regarding students' evaluation, it is suggested that the composition follow the following criteria:

4. Pre-class preparation – 30%.
5. Presentation/Case resolution – 70.

## CLASS 2 – CONTINUITY

This class is projected to be applied for 3 hours. For participation, students must have performed the activities proposed in Lesson 1 of the study.



Based on the 4 stages of the innovation process studied in the previous class, the students must create an action plan with the support of the 5W2H tool, where they must propose solutions to the problems of Mocca's innovation process:

**A. Organizing the case discussion:**

Table 2 suggests a timeline for the execution of the activity, which will be divided into four stages (1-4), with predetermined time and student protagonism.

**Table 2** Schedule of execution of Class 2.

Step	Step time (minutes)	Activity time (minutes)	Activity	Responsible
1	10	0-5	1.1 Professor explains the dynamics of the class.	Professor
		0-10	1.2 Professor instructs the formation of the groups according to the previous lesson.	
2	55	10-30	2.1 Prior discussion in groups - based on the previous lesson and the 5W2H action plan.	Students
		30-55	2.2 Each group prepares a compilation of improvement ideas that can be applied in Mocca's case - respecting the same format as the presentation.	
2	55	55-65	2.3 Professor gives an overview of the case and what has been done so far, highlighting the main points.	Professor

3	95	65-85	3.1 Students present their ideas for Mocca's problems.	Students
		85-100	Break.	Shared
		100-140	3.2 Students present the ideas raised for Mocca's problems - Continuity.	Students
		140-160	3.3 Discussions and suggestions with the other groups.	Shared
4	20	160-180	4.1 Final discussion - main learnings and feedback from the teacher to the groups.	Shared

**B. Detail of each step of Lesson 2 according to Table 02**

1. Step 1 – initial alignment (10 minutes)

- 1.1 Professor explains the dynamics of the class - In this step, the teacher explains how the class of the day will work and what deliverables are required. The teacher should make clear the structure of the 5W2H to be used and the structure of the presentation (similar to the previous class - maximum 6 slides).
- 1.2 Professor instructs the formation of the groups - the groups should be formed according to the previous lesson, to continue the execution of the work.

2. Step 2 – ideas formulation (55 minutes)

- 2.1 Previous discussion in groups - Based on what has been developed so far, the students should propose an action plan based on the 5W2H tool and list possible solutions to deal with Mocca's problems.
- 2.2 Compiled from group ideas – In this step, students will have 30 minutes to define improvement ideas for Mocca's innovation management (following the same format as the previous lesson - maximum 6 slides). This material will serve as a basis for the presentation and discussion in step "3", as well as assist in solving the case. Students should discuss and propose strategic paths for Mocca.

- 2.3 Case overview – At this stage, it is suggested that the teacher recapitulates what has been seen so far.
3. *Step 3 – explanation/reflection (95 minutes)*
  - 3.1 Pitch - Presentation of the groups - In this space, the teacher should begin by explaining the process of presentations, where each group must present their slides (.ppt, maximum 6 slides). The time for the presentations may vary according to the number of groups in the class, but it is suggested that the student's ability to synthesize be stimulated as if they were selling the idea to the directors of the Mocca company. The other groups should be instructed to raise questions, constructive criticism, and suggestions for improvements for the group that is presenting (worth a grade).
  - 3.2 Pitch - Group Presentations - Continued - After the break the process of group presentations and suggestions continues.
  - 3.3 Student Debates and Suggestions - At this stage, students can raise further suggestions, and list the best ideas identified for the Mocca company throughout the presentations.
4. *Step 4 – closing (case x theory)/feedback (20 minutes)*
  - 4.1 Final discussion and closing - After all presentations are completed, the teacher should provide a closing - linking the main points presented by the groups with the content of the articles. You should also provide feedback to the students regarding the positive points of the activity, as well as possible opportunities for improvement.

## C. DELIVERIES

At the end of the class, the students should hand in the presentation in .ppt format with the improvement ideas for Mocca's case, and notes with constructive criticism and suggestions for the other groups' presentations.

## D. STUDENTS EVALUATIONS – CLASS 2

Regarding the students' evaluation of the activities performed in lesson 2, it is suggested:

- Case Presentation/Resolution - 70%.
- Individual contributions to debates, discussions, and suggestions to other groups - 30%.

## References

BROWN, Tim. *Design Thinking: uma metodologia poderosa para decretar o fim das velhas ideias*. Alta Books, 2020.

CHRISTENSEN, Clayton M. *O dilema da inovação: quando as novas tecnologias levam empresas ao fracasso*. M. Books Editora, 2019.

NAGANO, Marcelo Seido; STEFANOVITZ, Juliano Pavanelli; VICK, Thais Elaine. *Innovation management processes, their internal organizational elements and contextual factors: An investigation in Brazil*. Journal of Engineering and Technology Management, v. 33, p. 63-92, 2014.

TIDD, Joe; BESSANT, Joe. *Gestão da inovação-5*. Bookman Editora, 2015.