



Victoria Management School

MGMT 317 Organisational Innovation and Change

Trimester 1 2005

COURSE OUTLINE

CONTACT DETAILS

Staff

A/Professor Dai Gilbertson PhD JP FANZAM

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Tutorial Hour: 1430-1530 Thursday RH 905

<http://www.vms.vuw.ac.nz/vuw/content/person.cfm?school=vms&id=48>

Deb Gilbertson

SIFE Leader

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INTRODUCTION

This course is theory, research and experience based and, as an elective, will require a high degree of commitment from all parties. The course will use many strategies to achieve the learning objectives - case studies blended with staff and visitor presentations and a highly involving, applied project. Students will be fully responsible for their learning.

This year Victoria Management School (VMS) is funding an experiment whereby MGMT 317 students will join with other schools throughout the world in an international competition. The finalists will have a funded trip. The requirements of the SIFE programme have been meshed with the academic objectives of VMS.

This course is designed for students who wish to take new ideas and make them happen via the SIFE Project. A key emphasis this year will be the development of real projects with real deliverables and presentations that will be judged by a NZ National Panel. A course team will be selected by the SIFE Leader and will be funded to attend the national championships and, if they win, will be funded to go to the international championship.

Participants in this course come from a wide range of backgrounds - science, commerce, arts, law, public policy and architecture. This provides fertile ground for the exchange of ideas and experiences.

The course aims to *stretch* the student towards forming their own conclusions and insights. **Regurgitating the work of others is not a valued outcome.** Personal insight based on sound analysis is highly valued.

OBJECTIVES

Specific Learning Outcomes Linked to Assessment

When you have completed this course you should be able to:

- Manage a process to generate creative ideas by doing so and then reflecting within your group and in the Workshop sessions on the process used.
- Understand, by experiencing, the process of innovation and leading ideas through all phases from idea conception to adoption and diffusion – ‘making ideas happen’ by completing a project and competing in the VMS competition and possibly the national and international competitions of SIFE.
- Create an environment that helps build a creative and task focused culture that builds on the notion of ‘Black Magic’ by contributing to the SIFE Project.
- Learn, practice and enhance personal and managerial skills by completing and presenting a SIFE project. Weekly feedback to case presenters about academic content, presentation skills and insights will be given in the class sessions.
- Be able to investigate and report on our research quest to discover ‘*what it takes to be a successful entrepreneur in New Zealand*’ by synthesising all of the textbook, CD, NZ cases and your own experiences.

Times and Locations

Lecture/Cases	Thursday	1130-1330	GB LT4
Workshop	Friday	1130-1230	RH LT2
Individual time with SIFE Leader	Friday	1230-1330	RH 905

COMMUNICATION

This course extensively uses the Blackboard system that you must consult frequently:

<http://www.blackboard.vuw.ac.nz/>

Students must ensure that they have a current SCS account. Note that you can form an email group with your team member names included.

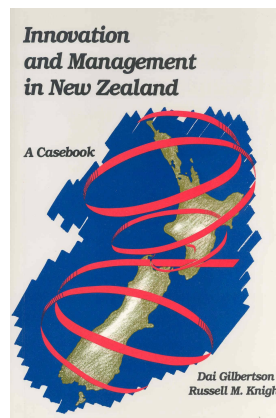
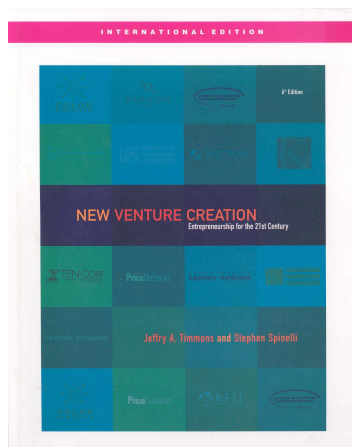
If you wish to email staff you must adhere to the following format as Outlook Rules have been set up to exclude unknown messages and SPAM:

- Include the course code, your name, student number, and SIFE group
- Example: **MGMT317, Dai Gilbertson, 30001947, SIFE 8**

You can meet the staff at the times allocated without appointment. All other meetings require an appointment by sending a 'Request Meeting' email with the topic stated.

TEXTBOOKS

The book covers are inserted below. The texts will be used extensively.



Students will be responsible for mastering the '*New Venture Creation*' text that has a detailed supporting *New Business Mentor CD* with templates of plans that will be used in the SIFE project. This text will be used as a comprehensive learning resource that is combined with the **PowerWeb** website and the supporting Executive Summaries of chapters, questions and self-quizzes, articles and video clips. This learning package is state-of-the art and though American, it is easily adaptable to the NZ context and the CD is based on the work of the *Kauffman Centre for Entrepreneurial Leadership* with whom we are developing academic links.

Research cases will form the bulk of in class work and students will be called upon to present their findings based on the original cases in the '*Innovation and Management in New Zealand*' text and the case updates that were completed this summer which are located on our 317 Blackboard site.

Students must come to each class session prepared to give a Powerpoint case presentation that covers:

- the key learning points and insights from the assigned case
- their application to their SIFE Project
- their application to New Zealand
- also, students must have a hard copy for hand-in.

Remember that we are on a research quest to discover '*what it takes to be a successful entrepreneur*'.

BACKGROUND TO THE SIFE PROJECT AND WEEKLY WORKSHOPS

A programme of special compulsory workshops will be conducted by Deb Gilbertson who was a Senior Lecturer at VUW, is a CEO and an innovation consultant. Deb is widely known for her teaching expertise, consultancies with over one thousand new ventures and for her ability to inspire high performance. Deb is the ideal choice to be the workshop and SIFE ('Students in Free Enterprise') Project Leader. MGMT 317 is an action-research based course and the workshops form a vital part of completing the learning loop that links theory with experimentation, action, insight and personal growth.

Workshops will commence in Week 1 and it is vital that you attend the first workshop to be assigned to a SIFE workgroup. Please think of any project that you would like to develop with a team and that meets the judging criteria before the first workshop.



'Students in Free Enterprise' is a global, non-profit organization with student teams from more than 1600 university campuses in 40 countries. Students undertake projects that encourage or demonstrate the use of the market to achieve profitable, social and ethical outcomes. A national competition is held in early July to select the winning team to represent New Zealand. SIFE is well supported by business advisors and sponsors who cover the full costs of competing.

This MGMT 317 course in 2005 is offering a group project assignment and workshops that will lead to some students competing in a NZ city and, if successful, to represent New Zealand overseas. This part of the course aims to develop your entrepreneurial knowledge, skills and attitudes. The criteria for marking the projects are similar but with a slightly different emphasis to the SIFE criteria. It is based on the UTDC guidelines for group work. The group project will contribute to the final grade and will result in an individual grade.

Information about the SIFE programme is under www.sife.org. Victoria Management School will also present all or most of its projects and will choose a team to represent VMS. Students will be chosen on their performance in this course, evidence of presentation skills, ability to work as a team member, and a commitment to practice for and attend the national competition.

The judging criteria for the SIFE competition are given below. This provides you with information on the expectations of the competition and should aid in your choice of projects.

Judging Criteria for SIFE Competition

<i>How creative, innovative and effective were the students in teaching:</i>	Points
1. How free markets work in the global economy.	20
2. How entrepreneurs succeed by identifying a market need and then profitably producing and marketing a product or service to fill that need.	20
3. The personal entrepreneurial, communications, technology and financial management skills needed to successfully compete.	20
4. Practicing business in an ethical and socially responsible manner that supports the principles of a market economy.	20
 <i>In their educational programs, how effective were the students at:</i>	
5. Measuring the results of their projects.	5
6. Utilizing mass media and the Internet.	5
7. Involving non-business majors and utilizing a Business Advisory Board.	5
8. Communicating their program through their written report and verbal presentation.	5
TOTAL	100

Given the data from other universities, students can expect to spend 10 hours per week beyond normal class time on the SIFE project.

ENTREPRENEURSHIP WORKSHOPS (Compulsory)

Compulsory workshops will commence in Week 1. For weeks 2 to 10, two teams will briefly present their project at the start of each class. In week 11, there will be the opportunity to share the successes from all of the projects. The main themes of the workshops are:

- SIFE project expectations and team creation
- Creativity
- Project planning skills and considerations
- Team building and conflict resolution
- Personal awareness and motivation
- Resilience
- Optimism
- Decision making
- Action orientation
- Confidence
- Sharing success

CLASS REPRESENTATIVES

The role of class rep is very important as there will be times when consultation is required to enhance the effectiveness of the course. Three class reps will be elected at the first lecture and will meet regularly with staff.

COURSE PROGRAMME

Read the assigned chapters of the text, consider the Mind Stretcher sections and specific exercises indicated. Read the assigned cases(s). Remember to come to class prepared to give case presentation(s) and to comment on Mind Stretcher and Exercises. You may be required to complete a net-based search eg for Karen Walker.

No	Date	Case and Research	Chapter	Other
1	24 Feb	Introductory lecture, course administration	7,8	
2	3 March	Andrea Thomas/Boxlink/ Research Karen Walker	9,10	
3	10 March	CADAC/Tapper/Streat/ Research The Warehouse	1,2	
4	17 March	Divers World/ Research Seaworks	3,4	
5	24 March	Formway/Gough	5,6	
6	14 April	Hamilton/Hoofprints/Te Awatea Hou	11	
7	21 April	Hooker/Imperial/Trigon	12	
8	28 April	Research http://www.nzte.govt.nz/	Skim 13-16	
9	5 May	Interlock	17	
10	12 May	Klisser/Lion/Macpac	18	
11	19 May	McCashin/NZ Casein/NZ Linen	19	
12	26 May	Power Beat/Saatchi/St Pierre	20	
8	Note	Focus on business development and world class New Zealand sections		

ASSESSMENT

All students must hand in both a hard copy and an electronic copy of all assessments (that may be sent through 'Turn-it-in.com. for plagiarism tests) and must keep an electronic copy of their work on a suitable storage device in case of computer problems so that staff are not faced with 'computer crashing' as a reason for lateness. **All assignments to be placed in Box 28.**

There will be three assignments:

The SIFE Feasibility Report (based on the CD template etc)	30%
Application of Entrepreneurship Principles	20%
Innovation Report (in four parts)	50%

Details of each assignment follow:

The SIFE Reports 30% (15% each)

There will be two items of assessment relating to the SIFE project. The team is to write a report that is to be marked in two halves:

A. Project Planning-15%-Hand in April 8, by 1200 noon, Assignment Box 28 Mezzanine Floor, RH

Write a report that covers:

- Executive summary
- Project concept
- Project aims
- Market evaluation
- Financial projections
- Other factors affecting this project, eg intellectual property, strategic alliances.

Each member of the team is to hand in the Project Planning Team Contribution sheet that presents his or her perception of the level of contribution of each member of the team. Students will receive an individual mark for their work that reflects the quality of the report and their level of contribution to the production of the report.

B. Project Implementation-15%-Hand in June 3, by 1200 noon, Assignment Box 28, Mezzanine Floor, RH

Write a report that covers:

- Executive summary
- What was achieved, including how results are measured
- How was it achieved
- Use of business advisors
- A storyboard of how the project will be presented in 24 minutes.

Each member of the team is to hand in the Project Implementation Team Contribution Sheet that presents his or her perception of the level of contribution of each member of the team. Students will receive an individual mark for their work that reflects the quality of the report, the quality of the project, the impact of the project, and their level of contribution to the team effort.

Students will form into teams of three to six students. The team is to choose a project to plan and implement that would meet the criteria of the SIFE competition. Working in groups is an essential skill for management students. The SIFE programme and the supporting workshops provide a vehicle to develop and hone these group skills. Students will gain assistance with team building and conflict resolution in the Workshop programme.

Team Issues

Most teams work very well, but sometimes difficulties arise. An important entrepreneurial skill is to constructively raise issues and seek to resolve them. If there is an irreconcilable breakdown in a team, it is possible for a negotiated solution to be found so all students can demonstrate their learning and achievement. This may include a member being invited to join another team or a subgroup developing a new aspect of the project. The system of each member providing a team contribution sheet that enables an individual mark to be given for assessed work should minimize the issues associated with

non performance of a team member. The Workshop Leader, Deb Gilbertson must be informed of any major difficulties immediately by email so that an intervention strategy can be implemented.

In the event of a major team dispute students need to :

- Raise the issue with affected students.
- Apply problem solving and conflict resolution skills to resolve the issue.
- If the issue is not satisfactorily resolved contact Deb Gilbertson immediately.
- Meet with Deb Gilbertson as a team.

Some projects will be progressed but not be completed in the course timeframe. Complexity of the project will be taken account of in such cases. Illness of a student, team difficulties or other factors beyond the control of the student may also contribute to non completion of a project. Individual grades are not solely dependant on the the outcome achieved. Marking will take account of individual effort, challenges of the project, the student's response to those challenges and progress made.

Please keep a brief log or diary of your SIFE hours, team member inputs and milestones as if you were a consultant. A model log/diary is attached. This log must be available at all times. Include team meeting time as well as time spent on the SIFE project working on your own. Do not include travel time.

The criteria for marking the projects are similar but with a different emphasis to the SIFE criteria and is based on the UTDC guidelines for group work. The group project will contribute to the final grade and will result in an 'individual grade'.

Application of Entrepreneurship Principles-20%-Hand in June 4, 1130am, Assignment Box 28, Mezzanine Floor, RH

Write two stories on less than one typed page on how you have applied the principles and/or skills taught in workshop sessions two to ten (i.e. nine workshop sessions). The application can be for this course or other aspects of your life. Reflect on these experiences demonstrating your thoughtfulness, insight and judgment.

Innovation Report-50%-Hand in May 27th, 1200 noon, Assignment Box 28, Mezzanine Floor, RH

The educational purpose of the Innovation Report is to help you make the direct linkages between what is being taught in class, workshops and tutorials and your personal experiences and observations. Each week you will be attending lectures, completing assigned and other reading, case analyses and a SIFE workshop. You will also be reading the latest business news and checking web-based resources on innovation. You will need to synthesise all of these opportunities for learning, list unanswered questions, and finally come up with your insights about the particular topic and then complete the learning loop by suggesting ways that your insights can be applied.

All students must complete all sections of the Innovation Report.

There are four parts of your Innovation Report and all four parts of the report must be passed, that is by gaining 40% of the marks for each section.

PART A – weekly case analysis

Label a section of your Innovation Report with **Weekly Case Analysis** and insert your Powerpoint presentation and your one page set of notes linked to the points made in your presentation.

15 Marks

PART B - composite case mindmap

Using something like a sheet of A3 paper develop a **Composite Case Mindmap** about the various issues you have identified in cases you have studied. Add to this composite mindmap each week from your weekly case presentations and then you can re-organise your data to come up with a polished composite or overall mindmap. Add an 'Executive Summary' to answer the question '*So what are the key insights you have derived from the cases of innovation in New Zealand?*'

10 Marks

PART C – weekly insights

Label another section of your Innovation Report as **Weekly Insights**. Construct all of the insights from your various activities and readings of that week and list them down in bullet points with explanatory notes.

10 Marks

PART D – the research question

Prepare an expanded Powerpoint presentation (with explanatory notes) identifying, from your course materials and your own SIFE experiences '*what it takes to be a successful entrepreneur in New Zealand*'.

15 Marks

The Innovation Reports are expected to be typewritten, single spaced, 12 point, Times New Roman. The referencing style must be APA.

Mindmaps can be drawn in Powerpoint or if necessary by hand. If handwritten, please remember that a staff member is going to have to read your writing so make it as legible as possible.

Use your presentation skills to ensure that all sections are clearly labelled and well presented. Note that marks will be deducted for poor presentation.

MANDATORY COURSE REQUIREMENTS (Terms)

To fulfill the mandatory requirements for this course you must:

Attend all of the lectures and sign the Class Register.

Attend all workshops and sign the Class Register.

Submit all assignments by the due date.

An email note explaining absence from class is required within one week of failure to attend. If a student is absent from two lectures or two workshops they will not receive a graded result and will receive a 'Q' grade.

Students who satisfy the above requirements but do not gain at least 40% of the possible mark for each assessment will receive a graded 'fail' that is, 'D', 'E', or 'F'.

Late Assignments

Late assignments will have their mark reduced by 5 marks for each day it is overdue unless there is a very good reason why it was late. If you have a reason, then provide evidence such as a certificate from your doctor in advance if at all possible.

Assignments that are over a week late will not be accepted and will be marked as a 'fail'. Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show an ungraded fail.

Additional Information

All announcements for students will be made via the blackboard system.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:
www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

APPENDICES
Marking Sheets

MGMT 317 – PROJECT PLANNING MARKSHEET

STUDENT’S NAME:

MARK: /15

PROJECT NAME:

I understand the concept of the project
Clearly | _____ | Not clearly

I understand the financial issues
Clearly | _____ | Not clearly

I understand the key market issues
Clearly | _____ | Not clearly

I understand other issues affecting this project
Clearly | _____ | Not clearly

The report is professional
Absolutely | _____ | Not at all

The project has strong merits
Highly | _____ | Not at all

In assessing this project consideration needs to be given to the fact that the project is
Complex | _____ | Elementary

GENERAL COMMENTS: _____

CONCLUSION - “Overall the project planning is well done”
| _____ |
Absolutely | _____ | Not at all

MGMT 317 –PROJECT IMPLEMENTATION MARKSHEET

STUDENT’S NAME:

MARK: /15

PROJECT NAME:

Excellent	The project has made good progress -----	Poor
Clearly	The project results are clearly measured -----	Not clearly
Excellent	Entrepreneurial qualities were demonstrated -----	Poor
Clearly	Good use was made of advisors -----	Not clearly
Highly	The storyboard outlines an effective presentation -----	Not at all
Highly	The report is professional -----	Not at all
In assessing this project consideration needs to be given to the fact that the project is		
Complex	-----	Elementary

GENERAL COMMENTS:

CONCLUSION - “Overall this project has had impressive results”

|-----|

Absolutely Not at all

MANAGEMENT 317 – APPLICATION OF ENTREPRENEURSHIP PRINCIPLES

STUDENT'S NAME:

MARK: /20

PROJECT NAME:

	Excellent	Poor
Creativity	_____	_____
Project planning	_____	_____
Team building and conflict resolution	_____	_____
Personal awareness and motivation	_____	_____
Resilience	_____	_____
Optimism	_____	_____
Decision making	_____	_____
Action orientation	_____	_____
Confidence	_____	_____

GENERAL COMMENTS:

CONCLUSION – “How well does your report demonstrate your application and insight of entrepreneurial principles.”

Brilliantly Well OK Not very well Poorly

Project Plan Team Contribution Assessment

Name: _____

Project: _____

From Your log – time spent in Project Planning	hrs
---	------------

Team Member Names

							Total
Contribution to:							
Team spirit							_ 0
Creativity							_ 0
Researching data							_ 0
Contribution to meetings							_ 0
Leadership of the group							_ 0
Write up							_ 0
Editing							_ 0
Project idea background							_ 0
Concept development							_ 0
Market evaluation							_ 0
Financial analysis							_ 0
Other project issues analysis							_ 0
Other contribution							_ 0
Overall Contribution							_ 0

Comments

The 'Total' is the number in the group x 10. Numbers should add horizontally. Score each member of your group for their contribution. Calculate the 'Overall Contribution' in the same way – do not add the numbers in the column above.

Project Implementation Team Contribution Assessment

Name:

Project:

From Your log – time spent in Project Implementation **hrs**

Team Member Names

							<i>Total</i>
Contribution to:							
Team spirit							0
Meetings							0
Conflict resolution							0
Marketing							0
Financing							0
Project management							0
Negotiation							0
Other project issues							0
Write up							0
Editing							0
Other contribution							0
Overall Contribution							0

Comments

The 'Total' is the number in the group x 10. Numbers should add horizontally. Score each member of your group for their contribution. Calculate the 'Overall Contribution' in the same way – do not add the numbers in the column above.

MGMT 317 INNOVATION REPORT MARKSHEET 50%

STUDENT'S NAME AND NUMBER:

MARK: /50

PART A – weekly case analysis

Label a section of your Innovation Report with **Weekly Case Analysis** and insert your Powerpoint presentation and your one page set of notes linked to the points made in your presentation.

15 Marks

Excellent Very Good Good Average Unsatisfactory Fail not 40%

Comments

PART B - composite case mindmap

Using something like a sheet of A3 paper develop a **Composite Case Mindmap** about the various issues you have identified in cases you have studied. Add to this composite mindmap each week from your weekly case presentations and then you can re-organise your data to come up with a polished composite or overall mindmap. Add an 'Executive Summary' to answer the question 'So what are the key insights you have derived from the cases of innovation in New Zealand?'

10 Marks

Excellent Very Good Good Average Unsatisfactory Fail not 40%

Comments

PART C – weekly insights

Label another section of your Innovation Report as **Weekly Insights**. Construct all of the insights from your various activities and readings of that week and list them down in bullet points with explanatory notes.

10 Marks

Excellent Very Good Good Average Unsatisfactory Fail not 40%

Comments

PART D – the research question

Prepare an expanded Powerpoint presentation (with explanatory notes) identifying, from your course materials and your own SIFE experiences 'what it takes to be a successful entrepreneur in New Zealand'.

15 Marks

Excellent Very Good Good Average Unsatisfactory Fail not 40%

Comments

