



Victoria Management School

**MMBA 565 INNOVATION AND
ENTREPRENEURSHIP**

Trimester 1 2005

COURSE OUTLINE

Contact Details

Dr Dai Gilbertson is the Course Controller.

RH 905

Phone 5145

Email dai.gilbertson@vuw.ac.nz

Available one hour before class and by appointment.

Class Times and Room Numbers

5.40-7.30pm in room X

Course Objectives

Overview

Innovation and competitiveness are two of the most crucial dimensions of strategic management facing business executives, policy makers and those charged with the economic development of New Zealand.

Approximately 85% of New Zealand business organisations employ ten or less people. The 'Economic Ministries' of government are united in the centrality of innovation to the creation of wealth for NZ and for increasing innovation in government portfolios.

These two facts highlight the importance of understanding innovation, entrepreneurship and international business if one is to compete successfully.

Further the topic needs to be approached from a 'management of change' perspective.

A key feature of the course is that we will be dealing exclusively with New Zealand cases from the NZ Innovation and Change Project.

Graduates of the MBA will need to have a thorough grounding in both innovation and competitiveness at both theoretic and applied levels if they are to meet the guiding philosophy of this applied course, namely,

'producing thinking managers for tomorrow's organizations who can craft cultures that foster creativity and innovation'.

The key objectives of the course are:

- To learn and practice action oriented research relating to building an ‘innovation culture’ with a local organisation of your choice by making contact, formulating a brief, intervening and presenting your conclusions
- To be able to analyse ‘innovation potential’ at the personal and organisational level by analysing and presenting your conclusions concerning NZ Innovation case studies
- To be able to diagnose key barriers to innovation and plan remedial action by analysing and presenting your conclusions concerning NZ Innovation case studies
- To be plan and complete a feasibility study for a new venture by submitting such a plan for review
- To be able to plan an organisational intervention focused on enhancing innovation by analysing and presenting your conclusions concerning NZ Innovation case studies
- To enhance your ability to make Board level presentations by presenting to the class on a weekly basis and finally to the ‘*MBA Innovation Board*’.

Key is the notion that from doing or action comes theory, which linked to action again will drive the wheel of insight forward.

Pedagogy

The purpose of an elective course is to allow students to focus on an area of personal interest. The approach is thus one of joint and guided exploration.

Session content will blend discussion of case histories, presentation and discussion of issues, lectures, and other material. Speakers will be invited. The case method will be the dominant pedagogy. Students will need to be familiar with the current business press (e.g., Export News, Management, NZ Business, National Business Review,) and databases of NZ press material (see faculty librarian, Janet Keilar, for advice on these). Other relevant journals include: Harvard Business Review, Strategic Management Journal, New Zealand Strategic Management, journals published by the Academy of Management, and Long Range Planning.

A critical feature of this course will be the invitation of an External Board to review your project presentations. This is a very demanding process and has been viewed as a programme highlight by past MBA students. Questioning and feedback from senior business and government CEO’s has been seen as invaluable. Often the CEO and key senior managers involved in a project are present and contribute to the final presentations.

Blackboard

Important announcements and other materials will be placed on the Blackboard system and students should frequently consult it. The Timmons course and updated NZ cases are also on Blackboard.

Course Content

13 Week Lecture Schedule - MMBA 565 – 2005

Text Key:

T&S Timmons and Spinelli

G&K Gilbertson and Knight

C Christensen

Week	Date	Topic
1	22 Feb	Overview, Introduction and Presentations Assigned
CHRISTANSEN TEXT Innovation and the General Manager		
2	1 March	Module 1 Value Networks and the Impetus to Change
3	8 March	Module 2 Finding New Markets for New and Disruptive Technologies
4	15 March	Module 3 Linking Strategy and Innovation
5	22 March	Module 4 Understanding and Building Organisations' Ability to Innovate
6	13 April	Module 5 The Dimensions of Technology Strategy
7	20 April	Live Case Day
GILBERTSON AND TIMMONS TEXTS		
8	26 April	New Venture Creation Module 1 T&S 1-3 G&K Cases 1-5
9	3 May	New Venture Creation Module 2 T&S 4-6 G&K Cases 6-11
10	10 May	New Venture Creation Module 3 T&S 11-12 G&K Cases 12-17
11	17 May	New Venture Creation Module 4 T&S 13-16 G&K Cases 18-23
12	24 May	New Venture Creation Module 5 T&S 17-20

****1 Day Presentations to External Board TBA****

Assessment Requirements

The course will be assessed as follows:

Written (and released) Case or Feasibility Plan	50%
Final Presentation to External Board	20%
Weekly Case and Readings Presentations	30%
Total	100%

All assessment will be individual.

I will make every effort to facilitate your class contributions and to ensure that each student has the opportunity to contribute to the discussions.

Usually, two full days will be set aside for scheduled appointments with all students to ensure that projects are on track and issues are addressed. One day will be scheduled early in the course, the other about two-thirds of the way through.

Given the importance of presentations to meet terms requirements, you must attend **all** class sessions. All items to be handed in must be submitted by their due dates.

Individually Written Case Study: Idea Tracking Case 50%

MBA students have thoroughly enjoyed the idea-tracking case project. Essentially, you are required to investigate the actual process that has occurred when someone has introduced a new idea into the chosen organisation. The idea is then tracked until it was adopted or failed. The process is depicted in words and graphically with key barriers charted and gateways identified. Specific interventions are devised to improve the flow of innovations.

Part A will be a detailed case study that reports findings. Part B of the Case will be your recommendations and interventions.

The case is then released for external audiences.

Sample release forms etc will be distributed in a class session.

The CEO of organisations you worked with on your case study will then be invited to your presentation at the last workshop day. We will discuss the format and timing during a class session.

Examples drawn from the texts will be your models.

I urge you to team up with other class members to identify an organisation, make an approach and gain entry. Having two perspectives on the organization is helpful.

Length: 3000 word Case Study plus full graphical presentation in the form of a released case study, both on disk and in hard copy. A signed copy of the Case Release Form must be attached. Significant departures from an economical style or inattention to spelling, grammar, punctuation, formatting, will reduce the marks awarded to the report by up to 10% of the original mark.

Due Date: May 24th in class.

OR

A Feasibility Plan 50%

Some students will prefer to focus on starting a new venture. Accordingly they will be required to complete all of the steps in a feasibility plan as outlined in the CD attached to the Timmons and Spinelli text. If students elect this option then a suitable venture capital Board will be created.

NOTE: Victoria University cannot in any way guarantee confidentiality of an idea. If confidentiality is required it will be a matter for the individual to make suitable arrangements.

Due Date: May 24th in class.

Final Presentation to External Board 20%

This presentation will be in powerpoint format with hard copies for all participants and will summarise the key insights and your key recommendations to the host organization. The class and the External Board plus invited guests will comment and question. This will be a 20 minute session for each student.

Weekly Reading and Case Mindmaps 15% and Presentations 15%

As is appropriate for a post-graduate course, classes will be conducted on the basis that course members have as much to learn from each other as from the academic staff. To make an effective contribution will require careful reading of materials and case studies prior to the class, a detailed analysis of the case, and assembly of your ideas into a **'Case Mind-Map'** and a **'Readings/Personal Experience Mind Map'** that will allow you to make a material contribution to the discussion. These mindmaps will be placed in a sectioned folder and will be randomly selected for feedback or review. Explanatory paragraphs should accompany each mindmap.

Contributions will be assessed on the **quality of the insights** (not regurgitation of facts) offered by the student as a result of their reading of various material and case histories.

Due Date: Your mindmap folder will be handed in for final marking on **May 24th** in class.

Students will take principal responsibility for both a case presentation (usually Powerpoint with supporting people, props or experiences) and a readings presentation. These presentations will have a significant impact on the final grade. A handout of your presentation for all class members must be provided.

All students are required to read the assigned case and readings and to list their key learning points. Often students other than the presenters will be called upon to comment. Inability to respond or lack of preparation will be reflected in the overall grade.

The Final Day

The culmination of the course is a 1-Day workshop where external managers, staff and course members meet to review the major projects. In the past all course members have attended this exciting day where we share our research insights.

Victoria MBA Grading Standards

Victoria MBA - **Excellent** Category

A (80 – 85%) to A+ (above 85%): The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

Victoria MBA - **Very Good** Category

B+ (70 – 74%) to A- (75 – 79%): The quality is performed at a high standard. Students have reached a

level which clearly exceeds “competency”.

Victoria MBA - **Good** Category

B- (60 – 64%) to B (65 – 69%): The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this quality.

Victoria MBA - **Satisfactory** Category

C (50 – 54%) to C+ (55 – 59%): The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student on this quality.

Victoria MBA - **Unsatisfactory** Category

E (0 – 39%) to D (40 – 49%): The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.

Penalties

Late Assignments

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the Dr Gilbertson **prior** to the deadline date.

Obtaining Terms

To obtain terms, students are required to attend all classes, fully participate in and submit the all the written mindmaps, and complete the major project.

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.

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: www.vuw.ac.nz/policy/StudentConduct.

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.