

VICTORIA UNIVERSITY OF WELLINGTON

*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



Victoria Management School

## **MGMT 413 - INNOVATION AND ENTREPRENEURSHIP**

Trimester 2 2005

### **COURSE OUTLINE**

**Course Coordinator:** Dai Gilbertson, J.P., FANZAM, Ph.D., MS, B.Com(Hons)  
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**Administration Assistant:** Tricia Lapham  
Rutherford House Room 919  
Telephone: 463 5381

**Start Date:** 8 July 2005  
**Format:** One three hour session each week.  
**Lecture Times:** Fridays, 9.30 am – 12.20 pm  
**Location:** RLWY 315

## Course Objectives

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 fewer 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 VMS honours programme will need to have a thorough grounding in both innovation and creativity 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'.***

This course is not a course in small business enterprise.

At the conclusion of the course, you should have improved your ability to:

- Analyse 'innovation potential' at the personal and organisational level.
- Diagnose key barriers to innovation and plan remedial action.
- Plan an organisational intervention focused on enhancing innovation.
- Write a case study research report and case analysis.
- Engage in a research project focussing on Maori innovation.

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 and to follow key research activities of the academic staff member. 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 and discussion of assigned chapters from the text 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.

We as a research team will endeavour to mount the first VMS hui of Maori entrepreneurs.

## **Key Text**

Burns, P. *Corporate Entrepreneurship: building an entrepreneurial organisation*. (Palgrave:2005)

Those students who have not completed MGMT 317 are advised to obtain the text and disk for that course as background reading.

## **Blackboard**

Important announcements and other materials will be placed on the Blackboard system and students should frequently consult it.

## **Course Assessment**

**The course will be assessed as follows:**

Maori case and case analysis	60%
‘Socrates in a suitcase’ question eg ‘What is creativity and how can we create organisations that foster it?’	20%
A journal with weekly insights followed by an (oral examination) interview with Dr Gilbertson	20%
<b>Total</b>	<b>100%</b>

All assessments will be individual.

## **Mandatory Course Requirements**

Failure to obtain 40% in each of the requirements will result in a fail.

Students must attend **all** class sessions. All items to be handed in must be submitted by their due dates.

## 1. Major Applied Academic Project/ Maori Cases and Case Analysis

60%

Each student will be given a confidential initial case study of a Maori new venture. The case is to be explored, desk research undertaken and the case fully updated hopefully with an interview at a *hui* we hope to hold for our class. This is a major research initiative for our School. A Task Force Manager will be appointed to assist the Dr Gilbertson.

A full case analysis is to be prepared to accompany the case.

We will aim to produce the first book of Maori Cases on Innovation in New Zealand!

**Due Date:** October 7th.

## 2. 'Socrates in a suitcase' question

20%

Each student will complete the question 'What is creativity and how can we create organisations that foster it?' This will be modelled on the chapters in the book '*Socrates in a Suitcase*' that will be handed out in class. Note that related literature must be woven in with the responses of a variety of people with whom you have 'conversations'.

**Due Date:** August 12<sup>th</sup> at the class meeting.

## 3. A journal with weekly insights followed by an (oral examination) interview with Dr Gilbertson

20%

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 Executive Summary**' and a '**Readings/Personal Experience Executive Summary**' that will allow you to make a material contribution to the discussion. You must summarise your insights from the composite of all activities as 'Weekly Insights' and these will be the basis of a discussion and oral examination.

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, discussions and case histories.

**Due Date:** October 7<sup>th</sup>.

## Weekly Sessions

Students will take principal responsibility for a class session that incorporates a case presentation (usually Powerpoint with supporting people, props or experiences) and a readings presentation. 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.

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.

## **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 Dr Gilbertson **prior** to the deadline date.

## **Victoria Grading Standards**

- **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 graduate level.
- **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”.
- **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.
- **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.
- **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.

## Class Schedule – MGMT 413 - 2005

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### Week

1. **Introduction and Orientation**
2. **Entrepreneurial DNA**  
Burns (B) Chapters 1 and 2
3. **Entrepreneur Spiderman**  
B Chapters 3 and 4
4. **Entrepreneurial Leadership/ Creating the Entrepreneurial Culture**  
B Chapters 5 and 6
5. **Building the Entrepreneurial Organisation**  
B Chapters 7
- 6 **Managing the Entrepreneurial Organisation/ Entrepreneurial Strategies**  
B Chapter 8 and 9
- 7 **Life Cycle and Portfolio Strategies/Growth**  
B Chapters 10 and 11
8. **Entrepreneurial Innovation**  
B Chapter 12
9. **Encouraging Creativity**  
B Chapter 13
10. **Encouraging Marketing and Product Innovation**  
B Chapter 14
11. **Final Session**

## 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](http://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](http://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](http://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](http://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](http://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](mailto: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/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto: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](mailto:education@vuwsa.org.nz).

### **Maori and Pacific Mentoring programme (Manaaki Pihipihinga)**

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)