

VICTORIA MANAGEMENT SCHOOL

MMBA 565 Innovation and Entrepreneurship

Trimester 1 2007

COURSE OUTLINE

Contact Details

Course Co-ordinator

Dr Dai Gilbertson, FANZAM, JP.
RH 905
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Class Times and Room Numbers

Monday 5.40-7.30pm G03

Context

Creativity with innovation, leadership, critical thinking and action oriented research are some of the most crucial dimensions of strategic management facing business executives, policy makers and of course, entrepreneurs, in New Zealand.

In our New Zealand context we need to remember that approximately 85% of New Zealand business organisations employ ten or less people and that the ‘Economic Ministries’ of government are united in the centrality of ‘innovation’ for the creation of wealth for NZ and for increasing innovation in the execution of government portfolios.

Graduates of this MBA class will need to have a thorough grounding in creativity with innovation, leadership, critical thinking and action oriented at both theoretic and applied levels if they are to meet the guiding philosophy of this applied course, namely,

‘Producing thinking managers and innovators for tomorrow’s organizations who can craft cultures that foster creativity and innovation’.

Programme and Course Objectives

This is a graduate applied course in the MBA Programme.

This course is project-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 – on-line case studies blended with staff and visitor presentations and a highly involving, applied project. Students will be fully responsible for their learning that will occur largely in our weekly seminars.

This course is designed for students who wish to take new ideas and make them happen. A key emphasis will be the development of real projects with real deliverables and reports that will be presented to an MBA panel of distinguished practitioners.

Participants in this course come from a wide range of backgrounds and this provides fertile ground for the exchange of ideas and experiences from many different perspectives.

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 reflexive thought and sound critical analysis is highly valued.

Programme Vision and Course Related Objectives

Appendix 1 states the vision and values of the MBA programme and form the guiding philosophy for this course.

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

- Manage a process to generate creative ideas by actually doing so and then reflecting within the group on the processes used. This will demand personal *creativity* and group *creativity*. Managing *creative processes* will be vital.
- 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 presenting it to a panel of distinguished practitioners.
- Create an environment that helps build a creative and task focused culture that builds on the notion of ‘Black Magic’ by contributing to the weekly sessions. This will demand personal *leadership* and a willingness to confront ones own assumptions and behaviours. This will demand *courage*.
- *Critically analyse* information, ideas, problems and questions, synthesise the data and come up with specific recommendations.
- Learn, practice and enhance personal and managerial skills by completing and presenting a project. Weekly feedback about academic content, presentation skills and insights will be given in the class sessions. *Communicating* to multiple audiences will require planning, practice and presentation skills.
- Be able to investigate and report on our research to discover ‘*what it takes to be a successful entrepreneur in New Zealand*’ by synthesising all of the textbook and NZ cases and of course, your own experiences. *Critical analysis and critical thinking* will be demanded in this process.

Expected Workload

Students can expect the workload to be approximately 16hrs per week (24pt course), including both scheduled contact time and ‘outside class’ meeting with their project teams and meeting sponsors.

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

Course Content

Session content will blend discussion of case histories, presentations and discussion of issues, and other material. Speakers may be invited. The Socratic 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 feature of this course will be the invitation of an 'MBA Innovation Board' of distinguished practitioners to review your project conclusions and 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.

Readings

The course text books:

Burns, P. (2005). *Corporate Entrepreneurship*. New York: Palgrave.

Henry, J and Mayle, D. (2003) *Managing Innovation and Change*. London: Sage.

The required internet based cases:

Log on to the Better By Design Case site
<http://www.betterbydesign.org.nz/casestudies/homegrown/>

Assessment Requirements

Assignment	Title	% of Marks Available	Due Date
1	Case analysis	10%	March 12
2	Presentation	20%	April 23
3	Innovation Report	50%	May 28
4	Weekly report folder	20%	May 28
	Total	100%	

1. **Case Question:** Question 3 on page 58 of the Burns text concerning Richard Branson.

Due date: 14th March 10%.

2. **Presentation:** you have accepted an invitation to make a 30 minute power-point presentation to the Wellington Chamber of Commerce on the topic '*Enhancing creativity and entrepreneurial DNA: a kiwi blueprint for action!*' Develop a power-point presentation making particular reference to BOTH internationally known entrepreneurs such as Richard Branson and New Zealand entrepreneurs who can serve as role models. Ensure that you incorporate the lessons from the text, the readings and cases. Develop notes to go with your power-point slides.

Due date: 23rd April 20%.

3. **Your Plan:** Either an Idea Tracking Case or a Feasibility Plan (incorporating a presentation worth twenty marks of the fifty marks allocated).

Due date: May 23rd

50%

4. **Weekly Report Folder:** throughout the course you will have completed a weekly report and sometimes will have presented your report to the class. These weekly reports and a final 'Master insights and conclusions' section will be assessed. 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 texts and case studies prior to the class and assembly of your ideas into a 'weekly report of insights and conclusions' that you will share with the whole class, so you will need to make sufficient copies for everyone.

Students will be assigned principal responsibility for presenting all components of a class session that is review of text, readings and case study. On-line cases will form a vital component of in-class work and students will be called upon to present their findings.

All 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 Project
- their application to New Zealand
- also, students must have a hard copy of their presentation slides for distribution.

All students are required to read the assigned case and readings and to list their key insights. 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 final grade.

Due date: May 23rd

20%.

All assessment will be individual and all decisions about grading remain with Dr Gilbertson including the quality of presentation on the final day workshop. All students must hand in a hard copy (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 hand-in materials are expected to be typewritten, single spaced, 12 point, Times New Roman. The referencing style must be APA.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to submit all assessment requirements by the scheduled dates and must attend all class sessions unless an email is received outlining reasons for non-attendance. Random checks of attendance will be made.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

Victoria MBA Grading Standards are as follows:

Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Marginal Category

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

Unsatisfactory / Failure Category

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

Penalties- for Lateness

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Requirements**.
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with

the Course Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

Communication of Additional Information

This course 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: *MBA565, Mary Jones, 30001947*

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

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (

<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

Meeting Schedule – MMBA 565

1. Feb 26 Introduction, Orientation and Expectations

An overview lecture giving his paradigm or way of viewing innovation and change – *the Black Magic recipe!*

Part 1 The entrepreneurial DNA

2. March 5 Entrepreneurial DNA

Burns Text: Chapters 1 and 2

Henry and Mayle Text: Section A

On-Line Case: 42 Below

3. March 12 Entrepreneur Spiderman

Burns Text: Chapters 3 and 4

Henry Text: Section B

On-Line Case: F&P

Part 2 Leading and managing the entrepreneurial organisation

4. March 19 Entrepreneurial Leadership/ Creating the Entrepreneurial Culture

Burns Text: Chapters 5 and 6

Henry Text: Section C

On-Line Case: Formway/OBO

5. March 26 Building the Entrepreneurial Organisation

Burns Text: Chapters 7 and 8

Henry Text: Section D

On-Line Case: Funware

6. April 2 Managing the Entrepreneurial Organisation/ Entrepreneurial Strategies

Burns Text: Chapters 9

Henry Text: Section E

On-Line Case: Glidepath

Part 3 Strategies for entrepreneurial organisations

7. April 23 Life Cycle and Portfolio Strategies/Growth

Burns Text: Chapters 10 and 11

Henry Text: Section F

On-Line Case: Icebreaker

Part 4 Encouraging creativity and innovation

8. April 30 Entrepreneurial Innovation

Burns Text: Chapters 12

On-Line Case: Living Nature

9. May 7 Encouraging Creativity

Burns Text: Chapters 13

On-Line Case: MACPAC

Your New Venture Proposal

10. May 14 Encouraging Marketing and Product Innovation

Burns Text: Chapters 14

Your New Venture Proposal

11. May 21 Innovation and its impact

On-Line Case: Methben

Your New Venture Proposal

12. May 28 Conclusions and implications both personal and organisational

Each student will present the final section of their weekly report

Presentation Day.

TBA

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Victoria MBA Vision Statement

Business Professionals in New Zealand face an increasingly complex array of difficult challenges, turbulent organisational dynamics and competitive forces. Global markets are demanding greater attention to quality and service. Changing social values and expectations are redefining the distinction between management and labour. Economic forces are creating rents in the very fabric of our society and its institutions, both public and private. And, technology remains the ultimate wild card — we simply don't know where it is going to be played next.

As we move from an industrial age into the information age, classical business principles and practices are giving way to the creation of workplaces with high employee commitment and involvement. Whereas in the past the majority of employees were paid to *do*, in the future the majority will be paid to *think*. These fundamental changes in the nature of work and expectations of our work force demand innovative, leading-edge business practices based on creative organisational scholarship.

The Victoria MBA programme reflects the realities of the new millennium. Its purpose is to prepare you to *operate successfully* as a business leader amidst turbulence and complexity. Operating successfully means the establishment of mutually-beneficial relationships between the organisation, its employees and its customers.

The prescription of academic theories in a *cookbook* fashion against our current backdrop would clearly be inappropriate. There is no one set of answers. No single model or theory can explain the complex environment that we now face. To suggest otherwise, however comforting it may be, would be grossly misleading and would not prepare you for the *real* world. In other words, this programme will *not* supply you with answers. Its aim is to supply you with ideas and insights to which you must add your own experience and intellect in formulating actions. Your ultimate goal in this programme should not be to *know*, but to learn how to *think* about addressing strategic business issues and challenges.

It is our intention to run this programme as one would run a business. To practice what we preach. In this respect we all have a stake in the success of the programme. Lectures will be treated no differently than meetings at your workplace. The norms of business — timeliness, punctuality, courtesy — will be observed. Agendas will be distributed beforehand and people will be expected to come to each meeting prepared to discuss the items on the agenda. It is not our intention to teach you what is readily available in the textbook and assigned readings. It is our intention to move beyond this base of knowledge and to discuss the application of ideas and concepts to which you have been exposed in the readings.

Victoria MBA Shared Values

While most aspects of this programme will be informal, relaxed, and open-to-question, there are six values critical to our success that we deem as non-negotiable. These values are as follows:

They will start in this first course and continue throughout your time in the MBA Programme.

Participation:

Learning is not a one-way process. It is a participatory process that involves thinking through the issues and coming to understand the concepts in terms of individual mental frameworks and experiences. You will be expected to participate in the discussions and offer your own perspectives. You will learn from others, as others will learn from you. Keep in mind that we are not operating in a simple world of right and wrong answers. Adhering to this value in the classroom will enable you to enhance your self-confidence in presenting your ideas and thoughts in the workplace.

Preparation:

It is essential that we start lectures and discussions on a common footing. The situation in which one half of the class needs the concepts to be defined (e.g. What does the lecturer mean by Maslow's hierarchy?) while the other half wants to discuss the concepts (e.g. How does Maslow's hierarchy apply to managing in the workplace?) simply will not work. Your presence in the classroom will be interpreted to indicate that: you have completed the assigned readings, are familiar with the main points and concepts, and are prepared to discuss the application of these ideas.

Courtesy:

While we will be different and will have our differences, we will respect our diversity and treat each other in a courteous manner. Gratuitous remarks intended to injure personally and / or inhibit the flow of learning will not be tolerated. Similarly, there will be zero tolerance for comments intended to slur any group or individual on the basis of gender, race, cultural beliefs, or otherwise.

Integrity:

The validity of hand-in assessments relies on a shared belief in honour and moral integrity. Some of the assigned work in this course will be clearly designated as group work. As such, collaboration is warranted. Other assignments will be designed as individual requirements, the written response to which must be entirely your own work. This value also encompasses any attempt to by-pass the learning process, including plagiarising, cheating and copying.

Openness:

The value-added of education is to expand your thinking, not to confirm it. Be careful not to judge comments and thoughts different from your own too quickly. It is not necessary to agree with everything that is being discussed, but it is wise to try to understand what is being discussed. Remember — the mind is like a parachute; it works best when it is open!

Teamwork:

An emphasis on learning from each other through small group interaction is central to our programme. Like modern-day organisations, we must embrace new work arrangements that unleash the creative potential of each individual and create shared learning opportunities. We believe that study groups are a valuable means to encourage shared learning as well as to model an emergent form of organisational structure in many work situations. It is expected that you will participate in a study group during your time in the programme.