

## VICTORIA MANAGEMENT SCHOOL

### MGMT 413 - INNOVATION AND CHANGE MANAGEMENT

Trimester Two 2008

### COURSE OUTLINE

#### Contact Details

##### Course Coordinator:

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##### Administrator

Luisa Acheson  
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##### Trimester Dates:

Monday 7 July to Saturday 8 November 2008.

##### Start Date:

8 July 2008

##### Format:

One three hour session each week.

##### Seminar Times:

Tuesday, 10.30 am – 1.20 pm

##### Location:

RH905

#### Course Overview

This course provides graduates of the VMS honours programme with a theoretical and applied grounding in both innovation and creativity. In keeping with this guiding philosophy it attempts to produce

*‘ thinking people for tomorrow’s organizations who can craft cultures that foster creativity and innovation ’.*

## Programme and Course Related Objectives

Participants in this course come from a wide range of backgrounds - science, commerce, arts, law, public policy and architecture. This diversity 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 reflexive thought and sound critical analysis is highly valued.

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 our class on the process 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 an applied research project
- Create an environment that helps build a creative and task focused culture that builds on the notion of ‘Black Magic’ by contributing to your project. This will demand personal *leadership* and a willingness to confront ones own assumptions and behaviours.
- *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 SIFE project. Weekly feedback to case presenters 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.

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

## Pedagogy

One purpose of an elective course is to allow students to focus on an area of personal interest guided by key research interests and activities of the academic staff member.

The approach is thus one of joint and guided exploration based on the ‘Socratic method’.

Session content will blend presentation and discussion of issues, led by the course supervisor, and will provide appropriately for discussion and presentations by students.

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), as well as other relevant academic journals such as Harvard Business Review, Strategic Management Journal, New Zealand Strategic Management, journals published by the Academy of Management, and Long Range Planning etc.

## Key Texts

(B) Burns, P. (2001). *Entrepreneurship and small business*. New York : Palgrave McMillan.

## On-line cases:

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

## The Seminar Programme

The programme will be 12 seminars (S).

The headings correspond to those in the Burns (2001) text.

### Seminar 1. July 8

### Introduction, Orientation and Expectations

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

## Part 1 Entrepreneurial DNA

### Seminar 2. July 15

### Entrepreneurial DNA

Burns Text: Chapters 1 and 2

### Seminar 3. July 22

### Entrepreneur Spiderman

Burns Text: Chapters 3 and 4

On-Line Case: 42 Below

EMMA

On-Line Case: F&P

KAYLEE

## Part 2 Leading and managing the entrepreneurial organisation

### Seminar 4. July 29

### Entrepreneurial Leadership/ Creating the Entrepreneurial Culture

Burns Text: Chapters 5 and 6

On-Line Case: Formway/OBO

RACHEL AND GRACE

### Seminar 5. August 5

### Building the Entrepreneurial Organisation

Burns Text: Chapters 7 and 8

On-Line Case: Funware

CHIARA

### Seminar 6. August 12

### Managing the Entrepreneurial Organisation/ Entrepreneurial Strategies

Burns Text: Chapters 9

On-Line Case: Glidepath

EMMA

## Part 3 Strategies for entrepreneurial organisations

### Seminar 7. September 2

### Life Cycle and Portfolio Strategies/Growth

Burns Text: Chapters 10 and 11

On-Line Case: Icebreaker

KAYLEE

## **Part 4 Encouraging creativity and innovation**

### **Seminar 8. September 9 Entrepreneurial Innovation**

Burns Text: Chapters 12

On-Line Case: Living Nature

RACHEL

### **Seminar 9. September 16**

#### **Encouraging Creativity**

Burns Text: Chapters 13

On-Line Case: MACPAC

GRACE

### **Seminar 10. September 23 Innovation**

#### **Encouraging Marketing and Product**

Burns Text: Chapters 14

On-Line Case: Methben

CHIARA

### **Seminar 11. September 30**

#### **Innovation and its impact**

### **Seminar 12. October 7**

#### **Conclusions and implications both personal and organisational**

### **Weekly Seminars**

Students will take principal responsibility for a class session that incorporate insights from the text, further research that has done and applied examples of NZ creativity and innovation. A handout of the presentation for all class members must be provided.

All students are required to read the assigned case and chapter and to list their key learning points/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 grade.

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.

## **Expected Workload**

A minimum of fifteen hours per week will be required for this course, including mid-trimester break period.

## **Assessment and Mandatory Requirements**

All assessments will be individual.

There will be three assignments:

### **1. Major Applied Innovation and Entrepreneurship Project 40%**

Each student will develop a case study suitable for publication in a case journal. The project will require both desk research and fieldwork that will be written up in the form of a case study with appendices. These case projects will be assigned in the first class session.

**Due Date:** October 9<sup>th</sup> at the final class meeting.

### **2. Two case analysis presented to the class in the form of a powerpoint presentation. Note that these presentations must include on-line research of the assigned case. 30%**

### **3. A journal with weekly insights followed by an (oral examination) interview with Dr Gilbertson (up to 30 minutes) 30%**

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 prior to the class, further research on the topic for the week and assembly of your ideas into a weekly '**Personal Experience Executive Summary**' that will allow you to make a material contribution to the seminar.

The weekly 'Personal Experience Executive Summaries' will form Part A of your journal.

Your weekly 'Personal Experience Executive Summaries' should form the basis of your '**Master Personal Insights**' and these will be the basis of a weekly class discussion and finally, an oral examination. Your 'Master Personal Insights' will form Part B of your journal.

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 personal research.

**Due Date:** October 9th

## **Mandatory Course Requirements**

To fulfil mandatory course requirements students must:

- Obtaining 40% in each of the assignments.
- Students must attend **all** class sessions.
- All items to be handed in must be submitted by their due dates.

Your status on meeting Mandatory Course Requirements will be posted on Blackboard.

## Communication of Additional Information

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

## 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>).

## Handing in assignments

Students must prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

## Grading guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

## Penalties - for Lateness & Excessive Length of Assignments

- (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.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. The penalty will be 10% of the grade for an assignment which is 10% over the word limit.

## **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 on the ground floor (EA005). This counter is the first point of contact for :

- 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.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

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

## **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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **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](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 6015. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.