

Victoria Management School

MGMT317 Organisational Innovation and Change

Trimester One 2009

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

A/Professor Dai Gilbertson PhD JP FANZAM

Room: RH 905, Rutherford House
Phone: 463-5145
Email: Dai.Gilbertson@vuw.ac.nz
Website: www.vuw.ac.nz/vms

ADMINISTRATOR

Luisa Acheson

Room: RH915, Rutherford House
Phone: 463 5381
Email: Luisa.Acheson@vuw.ac.nz

SIFE COORDINATOR

Deb Gilbertson

Room: RH 915
Phone: 803 8704/text 021 2278704
Email: deb@windeaters.co.nz

Trimester Dates: Monday 2 March to Wednesday 1st July 2009.

Class Times and Room Numbers

Lecture: 9.30-10.30 Day: Tuesday Venue: GBLT4
Lecture/Workshop: 9.30-11.30 Day: Wednesday Venue: GBLT4

Withdrawal dates: Information available via
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Introduction

This course is both project and experiential 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 presentations and a highly involving, applied project. Students will be fully responsible for their learning that will occur largely in small project teams as well as in the total class.

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 reports that will be presented to 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.

Attendance at all sessions and personal commitment are crucial to the learning process.

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 reflexive thought and sound critical analysis is highly valued.

Programme and Course-related Learning Objectives

Our graduates will:

- demonstrate application of critical and creative thinking skills to practical and theoretical problems
- be effective communicators
- have a global and multicultural perspective
- recognise, support and display leadership
- develop specific knowledge and skills in at least entrepreneurship.

Course-related Student Learning Objectives

By the end of this course students should be able to:

- Manage a process to generate creative ideas. *This will be assessed by working in and reporting on team activities in all phases of the project via reports on both the planning and implementation of the SIFE project.*
- Lead a process of innovation and implement ideas through all phases from idea conception to adoption and diffusion – ‘making ideas happen’. *This will be assessed by the SIFE learning process.*
- Design an environment that helps build a creative and task focused culture. *This will be assessed by applying and reporting on the innovation experience via the innovation report.*
- Critically analyse information, ideas, problems and questions, synthesise the data and come up with specific recommendations for action. *This will be assessed by engaging in a real innovation project and by reporting on the New Zealand case studies in class and workshop sessions.*
- Communicate to multiple academic and practitioner audiences by presenting a SIFE project in a local and national competition.
- Investigate and critically review research to discover ‘what it takes to be a successful entrepreneur in New Zealand’. *This will be assessed by case presentations in class, journal entries regarding application of innovation principles, and reporting against the four parts of the innovation report.*

Expected Workload

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

Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

The SIFE Learning Process

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.

SIFE Team Issues

Most project 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 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 Dai or 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 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, observations, inputs and milestones as if you were a consultant. A model log/diary will be provided. This log must be available at all times. Include team meeting times 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.

Readings

The **required** textbook is: Burns, P. (2001). *Entrepreneurship and Small Business*. Palgrave Macmillan; New York. (ISBN 0-333-9147).

The following on-line resources must be consulted for case studies:

<http://old.betterbydesign.org.nz>

Course Content

For each class session you will need to read in advance as follows:

1. Read the assigned chapters of the Burns text.
2. Log on to the Better By Design Case site <http://old.betterbydesign.org.nz>

Week No	Week Beginning	Main Topic	Burns Chapter	On-Line Case Study
1	2 March	Introductory lecture, David and Goliath and project teams formed.	1	
2	9 March	Heroes and Super Heroes SIFE Teamwork	2	42 Below
3	16 March	Opportunity and Innovation/Start-Up	3&4	Fisher and Paykel
4	23 March	Making It Happen	5	Formway, OBO
5	30 March	Developing a Business Plan/SIFE Plan	8	Funware
6	6 April	SIFE Project Reviews	7	Glidepath
7	27 April	Entrepreneur to Leader	9	Icebreaker
8	4 May	Growth: Success	10	Living Nature
9	11 May	Growth: Take-Off	11	MACPAC
10	18 May	Financing Small Firms	12	Methben
11	25 May	The Family Firm and The Exit	13 & 14	Orca
12	1 June	FINAL REHERSALS FOR VUW SIFE TEAM		

Assessment Requirements

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 hand-in materials are expected to be typewritten, single spaced, 12 point, Times New Roman. The referencing style must be APA.

All assignments to be placed in Box 28, Mezzanine Floor of Rutherford House.

Assignment	Title	% of Marks Available	Due Date
1	SIFE Report - Part A	15%	April 1, 1200
2	- Part B	15%	May 20, 1200
3	Application Journal	20%	June 2, 1200
4	Innovation Report	50%	June 2, 1200
	TOTAL	100	

The SIFE Reports (A and B) 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 presented in two parts:

Part A Project Planning - 15%. Hand in April 1, by 12.00 noon, Assignment Box 28 Mezzanine Floor, RH. See ANNEX D.

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.

Part B Project Implementation - 15%. Hand in May 20, by 12.00 noon, Assignment Box 28, Mezzanine Floor, RH. See ANNEX E.

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.

Application of Entrepreneurship Principles - 20%. Hand in May 29th, 11.30am, Assignment Box 28, Mezzanine Floor, RH. See ANNEX C.

Select nine topics from those provided in the 'Application of Entrepreneurship Principles' attachment and write two incidents or stories on how you have applied the entrepreneurship principles. Reflect on the readings and your experiences and demonstrate your thoughtfulness, insight and judgment. Each incident/story should be half a page in length.

Innovation Report - 50%. Hand in June 2, 12.00 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

15 Marks

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.

Part B - composite case mindmap

10 Marks

Using something like a sheet of A3 paper develops 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?'

Part C – weekly insights

10 Marks

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.

Part D – the research question

15 Marks

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'*.

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

Handing in assignments

Assignments should be dropped in the relevant MGMT 317 Box on the Mezzanine floor of Rutherford House (Pipitea Campus) in hard copy form by the due time on the due date. All completed assignments must have a cover sheet. The cover sheet is in Annex A. 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.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend 90% of all class/workshop sessions
- b. Be an active participant in a SIFE team
- c. Submit all assignments within the allowable timeframe (see Penalties section) below (i)); and
- d. Obtain at least 40 per cent of the marks available for each of the assignments.

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, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

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 (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **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 Course Requirements**.
- (ii) Course Outlines provide a signal to students 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 clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), 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.

Grading Guidelines

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

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
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. Note this is a failing grade.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent and fair to students.

Students may ask for their written work to be remarked. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment into the following place:-

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow up to 5 days for remarks to be completed.

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/research/reference/referencingguides.aspx>).

Communication

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

- Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg MGMT317_Smith_Pauline_3000223344_Ass1 Query
- All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

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.

Use of Turnitin

The following words (modified as necessary for particular circumstances) should appear in course outlines, when work submitted by students is likely to be checked by Turnitin.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting mis-referencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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

For information on the following topics, go to the Faculty's website 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

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 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Case Studies to be presented in class

Below are some key case studies from the BetterbyDesign website (<http://old.betterbydesign.org.nz>)

These contemporary cases from New Zealand provide a rich seam of learning for management and innovation students.

Below are a list of the case studies from the website you might want to look at.

42 Below

Getting premium New Zealand vodka poured in the world's hippest bars.



Air New Zealand

Inspiring people to travel with a new world-class airline.



Fisher & Paykel

Building international sales based on revolutionising the way we approach doing dishes.



Formway

Redefining how the world sits with the Life Chair.



Furnware

Starting out to make a budget school chair, Furnware ended up with a premium-priced seating system that's now in hot demand.



Glidepath

Designing market-leading integration into the airport baggage handling industry.



Icebreaker

Creating an entirely new category of 100 per cent natural high performance outdoor clothing.



Living Nature

Making the whole body healthier with natural skincare products.



Macpac

Equipment for carrying loads, sleeping, sheltering and moving in maximum comfort through changeable outdoors environments.



Methven

The home of the latest Italian designer shower isn't Milan. It's Methven.



OBO

Netting international market dominance with top performing hockey goalie gear.



Orca

Building an international market by making the world's elite triathletes go faster.



Trimax

Cutting out a niche in the tractor powered mower market.

Prepared by Nigel Sutton from the Better by Design website.

Victoria Management School

MGMT317 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Date Due: _____

Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____



Victoria Management School

MGMT 317

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
Student ID	Name <i>As it appears in your enrolment</i>	
Contact Details	<i>Phone</i> _____ <i>Email</i> _____	

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine "all" criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:

Note: "I think it is worth more," is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....

Signature

Date

MGMT 317 Workshops Sessions Application of Principles (20%)

Below are some of the key ideas that you will be learning in the MGMT 317 workshop sessions. Write 18 stories of your personal application of these principles, with a maximum of two stories for any one topic. Each story should be about half a page, with a total of nine pages for this piece of assessment.

You will be evaluated on how well you understand and have applied these principles and concepts.

Technical skills

Market research	Face to face (expensive but accurate), phone, written, web questionnaire. Can do own questionnaire on www.windeaters.co.nz/survey , contact me to get a user name and password
Marketing	See hand out sheet
Concept development	Design brief, ideal outcome, apply creativity skills, present ideas as a clear vision and garner support and more ideas
Economic evaluation	NPV and IRR. Ignore taxation, inflation, interest, and depreciation. Evaluate risk with up to six 'what if' analyses. Use your best guess – it will never be right but it gets you closer. Can shadow price intangible costs and benefits or just mention them.
Financing	Debt vs equity financing. How do you get equity, security and credibility. What do banks, venture capitalists and governments want to know? Places to get sponsorship funding. Writing sponsorship bids to make it an investment. Finance tools are voting rights, rights to audit accounts, rights to retrieve licence, ratchet mechanisms, board representation, pre-emptive rights, preference shares, golden handcuffs.
Cash flow management	Three times as many businesses fail because of cash flow than because of profitability. Cash flow is a greater problem the faster you grow.
Intellectual property management	Patents (expensive and for new ideas), trademarks (\$112.50), design marks (\$112.50), copyright (free and automatic), plant variety rights (eg apple varieties), confidentiality (free and need an agreement), first to market often better than committing money and time to patenting, develop a strong market preference). To establish rights go to www.iponz.govt.nz . On this site is also information in the information library.

Personal Skills

Visualisation	Describe events fully using all of the senses. Look back to know from being successful in the future. Word it with positiveness. Paint the picture and put people in it.
Confidence	Draw on the feelings of past successful experiences. Merge them with the current challenge.
Action orientation	Just do it! Best market research is from taking action and learning from customers. Engage people in an active process.
Motivation	Expect good outcomes, match outcomes to the needs of the person (eg Maslow's ideas of needing basic needs, security, friendship, ego and self actualisation), ensure fair equity otherwise people are demotivated, notice and reflect all achievements, set goals, build a strong and supportive organisation

culture, foster intrinsic motivation rather than focusing on extrinsic motivation, careful of too much reliance on financial rewards – they can be demotivating or missing the real motivators.

Optimism and resilience	Language patterns that we talk to ourselves. For more information go to www.authentic happiness.org and read Martin Selgman's work.
Team building	Competing, accommodating, avoiding, compromising, collaborating. Manage conflict early.
Leading change	Paint the picture, put people in it. Be the change you want to see.
Creativity	All ideas are good ideas, brainstorming, metaphor, change viewpoints, drop an assumption, ask what if, make an analogy, make lots of mistakes and learn from them.
Time management	Addict to long term benefits, five minute plan, do the worst first, knock off one challenge at a time, set a time to do things, arrange consequences, visualise benefits, control the stimulus for when you do things (eg avoid bedroom for work), trust your judgement, go for it!
Decision making	IQ, EQ and SQ. Use your intuition as well as your thinking
Using quantum physics	Thoughts are energy, they shape your world.

Innovation Concepts

Adoption and diffusion	Innovators, early adoptors, early majority, late majority, laggards. People in each stage influence people in the next stage. Find the innovators for a new idea who are cosmopolitite, connected, high social status. Choose a sticky message.
Innovation process	Idea, concept development, evaluate potential, design, pilot test, scale up, market, adoption and diffusion of idea. Rarely linear steps. Driven by passionate people not the quality of the idea. Market pull more powerful than technology push.
Commercialisation of science	R.A.P.I.D. D.I.F.F.U.S.I.O.N. <ul style="list-style-type: none">○ Rapid results – early successes encourages further collaboration○ Appropriate costs to benefactors – in particular jointly fund partly appropriable research○ Passion – people passionate about the goal make collaboration work○ Involve partner early – people build passion if involved early in the project○ Demand led innovation – technology push just creates a shelf full of unused inventions○ Drumbeat of industry – decisions on projects and funding needs to be speedy○ Internal venture capital funds – will help link entrepreneur energy with resources○ Funding decisions consistent with outcome sought – especially collaboration○ Foster collaborative work – trust, candour and win:win strategies○ Understand different cultures – share time and the ultimate goal○ Success stories – Myths and legends like Black Magic raise a nation○ Inspire innovation – at every level: the firm, industry, region and nation○ Outwardly mobile staff – collaboration follows people○ Networks – possibilities abound when people interact.

MGMT 317 – PROJECT PLANNING MARKSHEET

PROJECT NAME: **PROJECT MARK:** /15

STUDENT’S NAME: **MARK:** /15

STUDENT’S NAME: **MARK:** /15

STUDENT’S NAME: **MARK:** /15

STUDENT’S NAME: **MARK:** /15

STUDENT’S NAME: **MARK:** /15

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

CONCLUSION - “Overall the project planning is well done”

Absolutely Not at all

GENERAL COMMENTS:

MGMT 317 – PROJECT IMPLEMENTATION MARKSHEET

PROJECT NAME:

STUDENT’S NAME: MARK: /15

STUDENT’S NAME: MARK: /15

STUDENT’S NAME: MARK: /15

STUDENT’S NAME: MARK: /15

STUDENT’S NAME: MARK: /15

The project has made good progress

Excellent | _____ | Poor

The project results are clearly measured

Clearly | _____ | Not clearly

Entrepreneurial qualities were demonstrated

Excellent | _____ | Poor

There is a 250 word executive summary for the SIFE annual report

Excellent | _____ | Poor/absent

The report is professional and well written

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 this project has made impressive progress”

| _____ |
Absolutely Not at all