

Victoria Management School

**MMBA 565 Innovation and Entrepreneurship**

Trimester One 2009

**COURSE OUTLINE**

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**Contact Details**

**COURSE COORDINATOR**

A/Prof Dai Gilbertson, FANZAM, JP.  
RH 905  
Phone 5145  
Email [dai.gilbertson@vuw.ac.nz](mailto:dai.gilbertson@vuw.ac.nz)

**SENIOR ADMINISTRATOR**

**Linda Walker**

Room: RH1004, Rutherford House  
Phone: 463 5367  
Email: [linda.walker@vuw.ac.nz](mailto:linda.walker@vuw.ac.nz)

**Class Times and Room Numbers**

Seminars: Day: Thursday 5.40-7.30pm RHMZ11

**Trimester Dates:** Monday 2 March to Wednesday 1<sup>st</sup> July 2009.

**Withdrawal dates:** Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Introduction**

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 Vision and Course Related Objectives

This is a graduate applied course in the MBA Programme.

This course is case and project-based and 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 jointly 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, either as entrepreneurs or intrapreneurs. The foundation of the learning process is the notion that from doing or action comes theory, which linked to action again, will drive the wheel of insight forward.

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. **Restating 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 will 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

Workload expectations for this course are 10 hours per week for the 12 teaching weeks and 30 hrs during the mid-trimester break.

## Individual Work

While the Victoria MBA programme 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.

### 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).

### 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://old.betterbydesign.org.nz>

### Assessment Requirements

Assignment	Title	% of Marks Available	Due Date
1	Case analysis	10%	March 12
2	Presentation	20%	April 30
3	Your Plan	50%	May 28
4	Weekly report folder	20%	May 28
	Total	100%	

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

Due date: 12<sup>th</sup> 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: 30<sup>th</sup> April 20%.

- 3. Your Plan:** A Feasibility Plan for your venture/intervention (incorporating a presentation worth twenty marks of the fifty marks allocated). Further details of the format will be supplied in class.

Due date: May 28<sup>th</sup> 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.

Due date: May 28<sup>th</sup> 20%.

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.

### **Expectations**

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.

Participants will form small teams and will be assigned principal responsibility for presenting all components of a class session, that is, review of texts, readings and the case studies. 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 own workplace or business activity
- 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.

### **Meeting Schedule – MMBA 565**

#### **1. March 5 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 12 Entrepreneurial DNA**

Burns Text: Chapters 1 and 2  
Henry and Mayle Text: Section A  
On-Line Case: 42 Below

#### **3. March 19 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 26 Entrepreneurial Leadership/ Creating the Entrepreneurial Culture**

Burns Text: Chapters 5 and 6  
Henry Text: Section C  
On-Line Case: Formway/OBO

### **5. April 2 Building the Entrepreneurial Organisation**

Burns Text: Chapters 7 and 8  
Henry Text: Section D  
On-Line Case: Funware

### **6. April 9 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 30 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. May 7 Entrepreneurial Innovation**

Burns Text: Chapters 12  
On-Line Case: Living Nature

### **9. May 14 Encouraging Creativity**

Burns Text: Chapters 13  
On-Line Case: MACPAC  
Your New Venture Proposal

### **10. May 21 Encouraging Marketing and Product Innovation**

Burns Text: Chapters 14  
Your New Venture Proposal

### **11. May 28 Innovation and its impact**

On-Line Case: Methben  
Your Proposal!

### **12. June 4 Wrap up and next steps**

## 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.

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 and student number
- Example: *MBA565, Mary Jones, 30001947*

## Handing in assignments:

Assignments should be handed in at class meetings.

## Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend seminars
- b. Submit all assignments on time; and
- c. Obtain at least 40 per cent (i.e. 20 marks out of 50) of the marks available for each assignment.

## Penalties

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

## Victoria MBA Grading Standards are as follows:

### Excellent Category

A- (75 – 79%) to A (80 – 84%) to A+ (85% and above): 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.

## 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.

### 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.