

Victoria Management School

MMBA565 INNOVATION AND ENTREPRENEURSHIP

Trimester One 2010

COURSE OUTLINE

Course Coordinator

A/Professor Dai Gilbertson JP FANZAM PhD

Room 905

Ph: 463 5145

dai.gilbertson@vuw.ac.nz

Programme Administrator

Linda Walker

Room 1004

Ph: 4635367

linda.walker@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 1st March – Friday 4th June 2010

Study Period: Monday 7th June – Thursday 10th June 2010

Examination Period: Friday 11th June – Wednesday 30th June 2010 (inclusive)

Withdrawal from Courses:

Information available via

**Withdrawal dates: Late withdrawals with Associate Dean (Students) permission
(See Section 8: Withdrawals - from the Personal Courses of Study Statute)**

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

Withdrawal dates: refunds:

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

Class Times and Room Numbers

Tuesdays from 7.40-9.30pm

Room RH LT3

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’.

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.

Course Delivery

A typical session will usually look like this:

- Dai will introduce the topic and set the context.
- Students will meet in their small groups and share their views on the case study under review and **their insights** (NOT A RESTATEMENT OF THE FACTS IN THE CASE), with Dai moving around each group.
- A group will be asked to present to the whole class on their insights and NZ application of the case.
- A second group will present their insights on the Chapter including NZ application and in thoughts about their own organisations needs.
- Dai will lead a discussion focussing on application in ‘*your organisation*’.
- Dai will complete a summary and overview and coach individuals and small groups in the content and delivery of the presentations.

We will make extensive use of power point slides

Students are responsible for reading each chapter of the textbook and the use of mindmaps for each chapter is strongly recommended.

Please note that we are after **insights** not regurgitation.

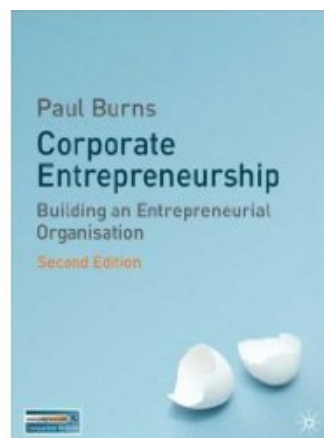
Readings

Students must read the assigned chapter and cases and make a note of their insights before each class session.

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The **required** course text book is:

Burns, P. (2008). *Corporate Entrepreneurship* (Second Edition). New York: Palgrave.



The *required cases* are all on Blackboard. Some brief notes on the cases can be found at the end of this course outline.

Course Content Schedule – MBA 565 - 2010

1. Introduction, Orientation and Expectations

An overview lecture giving Dai's paradigm or way of viewing innovation and change:
the Black Magic recipe!

Part 1 Entrepreneurial DNA

2. Entrepreneurial DNA

Burns Text: Chapters 1 and 2

Case: 42 Below

* Prepare a list of key insights that you can stand up and present to the class

3. Entrepreneur Spiderman

Burns Text: Chapters 3 and 4

Cases: F&P

* Prepare a list of key insights that you can stand up and present to the class

Part 2 Leading and managing the entrepreneurial organisation

4. Entrepreneurial Leadership/ Creating the Entrepreneurial Culture

Burns Text: Chapters 5 and 6

Case: Formway/OBO

* Prepare a list of key insights that you can stand up and present to the class

5. Building the Entrepreneurial Organisation

Burns Text: Chapters 7 and 8

Case: Furnware

* Prepare a list of key insights that you can stand up and present to the class

6. *Managing the Entrepreneurial Organisation/ Entrepreneurial Strategies*

Burns Text: Chapter 9

Case: Glidepath Trimax

* Prepare a list of key insights that you can stand up and present to the class

Part 3 Strategies for entrepreneurial organizations

7. Life Cycle and Portfolio Strategies/Growth

Burns Text: Chapters 10, 11 and 12

Case: Icebreaker

* Prepare a list of key insights that you can stand up and present to the class

Part 4 Encouraging creativity and innovation

8. Entrepreneurial Innovation

Burns Text: Chapter 13

Case: Living Nature

* Prepare a list of key insights that you can stand up and present to the class

9. Encouraging Creativity

Burns Text: Chapter 14

Cases: MACPAC

* Prepare a list of key insights that you can stand up and present to the class

10. Encouraging Marketing and Product Innovation

Burns Text: Chapter 15

Cases: Methven Air New Zealand

* Prepare a list of key insights that you can stand up and present to the class

11. Innovation and its impact

The profile of an entrepreneurial organisation

* Prepare a list of key insights that you can stand up and present to the class

Part 5 Conclusions and implications - both personal and organisational

12. Each student will present their key insights from the course.

Expected Workload

A total of approximately 150 hours is usual for a 15-point course, which will be spread over a 15 week period (the 12 teaching weeks, mid-trimester break, study week and the examination period)

Collaboration

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 where indicated, reports must be individual submissions.

Assessment Requirements

Individual Assignment	25%	due 23 March
Group Assignment	15%	due 11 May
Individual reflections	10%	due 11May
Final Examination	50 %	in examination period

1. **Individual** - Case Question on page 59 of the Burns text concerning Richard Branson.
(25%)

2. **Group** – As a group of professional MBA graduate students you have accepted an invitation to make a 30 minute power-point presentation to the Wellington Chamber of Commerce on the topic *‘Growing innovators and entrepreneurs: the key to New Zealand’s future economic success!’* Develop your power-point presentation making particular reference to BOTH internationally known entrepreneurs such as Richard Branson *as well as New Zealand entrepreneurs who can serve as role models*. Ensure that you incorporate the lessons from the text and cases. Develop notes to go with your power-point slides.

(15%)

3. Individual Reflections – Provide your own reflections based on your own experiences and observations on the topic in 2 above in 600 words maximum. Use an Executive Summary format.

(10%)

4. Final examination – Students who enroll in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The final examination for this course will be scheduled at some time during the Examination Period: **Friday 11th June – Wednesday 20th June 2010.** (50%)

Group Work

'Group' means your study group. Each participant must fully and equally contribute to group work for the group project.

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.

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

A final three-hour examination at a time and place notified by VUW. In accordance with University policy, students must obtain a minimum of forty percent (40%) of the marks available on the final examination in order to pass the course.

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The final examination for this course will be scheduled at some time during the period from **Examination Period: Friday 11th June – Wednesday 30th June 2010**

Penalties

Late assignments will incur a 50% penalty on the assigned mark. Assignments more than two weeks late will not be accepted. In addition, late assignments will not be available by the agreed-to return date.

Mandatory Course Requirements

To meet mandatory course requirements in MBA565, students must:

1. Attend the scheduled classes.
2. Submit all written assignment reports.
3. Attend the final examination and obtain a minimum mark of 40% in the final examination in order to pass the course as a whole.

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 stating which sections you wish re-examined. Write about why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment.

Allow up to 5 days for remarks to be completed.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Any additional information or changes will be communicated at the beginning of lectures, added to the MBA565 Blackboard announcements and/or communicated through e-mail to your university address. You will be able to access the course outline, course notes, and other learning material via Blackboard. The address is: <http://blackboard.vuw.ac.nz>.

You will be asked for your SCS username and student ID. Click on the MBA565 course name under My Courses.

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 MMBA565_Smith_Pauline_3000223344_Ass 1 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.

Use of Turnitin

The following words below (modified as necessary for particular circumstances) should be added to the section on plagiarism 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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

Case Studies to be presented in class

Below are some key case studies from the BetterbyDesign website

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.



Trimax

Cutting out a niche in the tractor powered mower market.

Prepared by Nigel Sutton from the Better by Design website