

Victoria Management School

MGMT 413 Innovation & Change Management

Trimester Two 2010

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Sally Davenport

Room: RH1018, Rutherford House

Phone: 463 5144

Email: sally.davenport@vuw.ac.nz

Website: www.vuw.ac.nz/vms

ADMINISTRATOR

Luisa Acheson

Room: RH912, Rutherford House

Phone: 463 5381

Email: luisa.acheson@vuw.ac.nz

Class Times and Room Numbers

Lecture: Thursday 9.30-12.20, Railway West Wing, RWW 312

Trimester Teaching Dates: Monday 12 July to Friday 15 October 2010

Start Date: Thursday 15 July.

(NB. There is no final examination for this course)

Withdrawal dates: Information available via

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

Introduction

An advanced level consideration of topics such as new ventures, entrepreneurship, new product development, intrapreneurship, creativity, change and organisation development. In 2010, the content will focus on three themes: entrepreneurial search processes; approaches to the management of risk and uncertainty, and business model development for innovative firms.

BCA (Hons) Programme Learning Objectives

- Directly access, comprehend, critically assess and draw on the published international scholarly research in their discipline.
- Display insight in adapting and applying a theoretical framework(s) to real world situations.
- Design and implement a research project or demonstrate advanced analytical skills
- Explain, discuss and use a range of concepts, theories, and/or techniques in their discipline.
- Convey key discipline-specific concepts concisely in an appropriate written format.
- Display articulate oral communication skills.
- Provide direction and/or present new ideas persuasively.

Overall Course Objectives

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

- Understand the different sources of innovation and main influences on how innovations evolve;
- Understand the roles of social and political interests on the development of innovation;
- Explore ways of approaching the entrepreneurial development of a business based upon innovation;
- Understand the roles of risk and uncertainty in entrepreneurship and innovation;
- Collect and analyse literature, primary and secondary data related to an entrepreneurial issue;
- Articulate and critique innovation issues through class participation

Performance on each of these objectives is assessed by class participation, and final assignments.

Expected Workload

Students can expect the workload to be approximately 12 hours per week of student work, including both scheduled contact time and outside class.

Group Work

While the course has a tradition of in class 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-class tasks; however assignments must be individual submissions.

Course Schedule for MGMT 413

WEEK	LECTURE	TOPIC	READINGS
1	15 July	Course overview - assignment Refresher on innovation concepts Technology & society	
2	22 July	Sources of innovation Lead users Open innovation/crowd sourcing	1, 2, 3, 4
3	29 July	The Future of Innovation Student presentations of assignment findings so far and discussion.	Work on Assignment 1 and prepare presentation
4	5 August	Models for innovation & change Disruptive innovation The case of the photography industry	5, 6, 7, 8
5	12 August	Alliances & networks Proximity Social Capital <i>Discussion of Assignment 2</i>	9, 10, 11, 12
6	19 August	Entrepreneurship Concepts Opportunity Creation or Discovery Evaluating Risk & Managing Uncertainty Entrepreneur 1 Interview (11 am)	13, 14, 15
<i>MID-TRIMESTER BREAK</i>			
7	9 Sept	Entrepreneur 2 Interview (9.30 am) Entrepreneur 3 Interview (11am)	Research entrepreneurs' backgrounds
8	16 Sept	Entrepreneur 4 Interview (9.30 am) Entrepreneur 5 Interview (11am)	Research entrepreneurs' backgrounds
9	23 Sept	Innovation and Value Creation Dynamic Capabilities Causation vs. Effectuation	16, 17, 18, 19
10	30 Sept	Value Capture and Appropriation Cooperating with Stakeholders Managing Projects	20, 21, 22, 23
11	7 October	Discourse and change Institutional entrepreneurship Nanotechnology case study	24, 25, 26, 27
12	14 October	National Innovation Systems The New Zealand Innovation System Course Review	28, 29, 30

Readings

Readings will either be given out in class but also can be accessed via the Library web-page (electronic holdings) or ProQuest (use article search if not full-text) on-line database. If you have trouble downloading them, please see Sally Davenport.

1. Drucker, The Discipline of Innovation, chapter 1 in *Managing Innovation* (Henry & Walker) reprinted from *Harvard Business Review*, 1985, 67-72. (Handout)
2. Franke, von Hippel & Schreier, Finding Commercially Attractive User Innovations : A Test of Lead-User Theory, *J. Product Innovation Management*, 2006, 23, 301-315.
3. Jeppesen & Fredericksen, Why Do Users Contribute to Firm-Hosted User Communities ? The Case of Computer-Controlled Music Instruments, *Organization Science*, 2006, 17, 45-63.
4. Brabham, Crowdsourcing as a Model for Problem Solving : An Introduction and Cases, *Convergence*, 2008, 14, 75-90 (Available through Google Scholar)
5. Van der Ven & Poole, Explaining Development and Change in Organizations, *Academy of Management Review*, 1995, 20, 510-540.
6. Kaplan & Tripsas, Thinking about Technology: Applying a Cognitive Lens to Technical Change, *Research Policy*, 2008, 37, 790-805.
7. Danneels, Disruptive Technology Reconsidered : A Critique and Research Agenda, *Journal Product Innovation Management*, 2004, 21, 246-268.
8. Markides, Disruptive Innovation : In Need of a Better Theory, *Journal Product Innovation Management*, 2006, 23, 19-25.
9. Gilsing, Lemmens & Duysters, Strategic Alliance Networks and Innovation : A Deterministic and Voluntaristic View Combined, *Technology Analysis & Strategic Management*, 19, 227-249.
10. Nahapiet & Ghoshal, Social Capital, Intellectual Capital and the Organizational Advantage, *Academy of Management Review*, 1998, 23, 242-266.
11. Boschma, Proximity and Innovation : A Critical Assessment, *Regional Studies*, 2005, 39, 61-74.
12. Luk, Yau, Sin, Chow & Lee, The Effects of Social Capital and Organizational innovativeness in Different Institutional Contexts, *Journal of International Business Studies*, 2008, 39, 589-612.
13. Shane & Venkataraman, The Promise of Entrepreneurship as a Field of Research, *Academy of Management Review*, 2000, 25, 217-226.
14. Alvarez & Barney, Discovery and Creation : Alternative Theories of Entrepreneurial Action, *Strategic Entrepreneurship Journal*, 2007, 1, 11-26. (Not on ProQuest but through VUW Library electronic access)
15. Cools & Van den Broeck, The Hunt for the Heffalump Continues : Can Trait and Cognitive Characteristics Predict Entrepreneurial Orientation?, *Journal of Small Business Strategy*, 2207/08 18, 23-41.
16. Peteraf, The Cornerstones of Competitive Advantage: A resource-based view, *Strategic Management Journal*, 1993, 14, 179-191.
17. Eisenhardt & Martin, Dynamic Capabilities: What are they?, *Strategic Management Journal*, 2000, 21, 1105-1121.
18. Sarasvathy, Causation and Effectuation : Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency, *Academy of Management Review*, 2001, 26 (2), 243-263.
19. Burgelman, Intraorganizational ecology of strategy making and organizational adaptation: Theory and field research, *Organization Science*, 1991, 2(3), 239-262. (pre-1994 not on ProQuest, but available through JSTOR, <http://www.jstor.org/helicon.vuw.ac.nz/stable/i345202>)
20. Coff, When competitive advantage doesn't lead to performance: The resource-based view and stakeholder bargaining power, *Organization Science*, 1999, 10 (2), 119-133.

21. Cassiman, Chiara Di Guardo & Valentini, Organising R&D Projects to Profit From Innovation: Insights From Co-opetition, *Long Range Planning*, 2009, 42 (2), 216-233. (available through ScienceDirect)
22. Woiceshyn & Daellenbach, Integrative capability and technology adoption: Evidence from oil firms, *Industrial & Corporate Change*, 2005, 14(2), 307-342.
23. Royer, Why Bad Projects are so Hard to Kill, *Harvard Business Review*, 2003, February, 49-56.
24. Hardy, Palmer & Phillips, Discourse as a Strategic Resource, *Human Relations*, 2000, 53, 1227-1248.
25. Maguire, Hardy & Lawrence, Institutional Entrepreneurship in Emerging Fields : HIV/AIDS Treatment Advocacy in Canada, *Academy of Management Journal*, 2004, 47, 657-679.
26. Hargreave & Van de Ven, A Collective Action Model of Institutional Innovation, *Academy of Management Review*, 31, 864-888.
27. Selin, Expectations and the Emergence of Nanotechnology, *Science, Technology & Human Values*, 2007, 32, 196-220.
28. Callaghan, Beyond the Farm and Themepark, chapter 1, *Wool to Weta*, Auckland University Press, 2008, 1-23.
29. Leitch & Davenport, The Politics of Discourse : Marketisation of the New Zealand Science and Innovation System, *Human Relations*, 58, 89-912.
30. Davenport & Bibby, Contestability and Contested Stability : Life and Times of CSIRO's New Zealand Cousins, The Crown Research Institutes, *Innovation : Management, Policy & Practice*, 2007, 9, 181-191.

Assessment Requirements

Assignment	Title	Weight	Date
1	Reflecting Upon the Future of Innovation	30%	5pm, 6 August (both hard copy and electronic copy)
2	Class Participation	10%	End of course
3	Entrepreneurship Research Report	60%	5pm, 8 October (both hard copy and electronic copy)
	TOTAL	100%	

Assignment mark sheets are given at the end of the course outline.

1. Assignment 1: Reflecting Upon the Future of Innovation

Marks: 30%

The Future of Innovation is the subject of the following website:

<http://thefutureofinnovation.org/>

On the website there are one page (about 800 words) commentaries from over 350 thinkers about what the future agenda of innovation might be. Some are more specific about particular industries or countries while others try to challenge us to think a bit more radically about innovation.

In this assignment we will use this database of commentaries as a source for ideas for your own (slightly longer) commentary on innovation.

1. Pick one, or several similar, commentaries to give you a theme for your assignment. The best way to do this is probably to skim the titles (hand-out in first class) for something that looks useful and/or to use the 'search fulltext' on the website with keywords of topics you might be interested to follow up. You may take other approaches as well, eg. it might be interesting to see what isn't present in the way of

topics but that might take a while longer. In the introduction to your assignment, outline why you chose this particular theme and/or commentaries to reflect upon. (NB. Please let me know by email or in class which commentaries you are going to use as soon as possible and I will post these on blackboard as I would prefer that we get a diversity of topics chosen.)

2. Carry out a brief academic literature search on the topic/theme you have selected to see what underpinning research has (or has not) been carried out regarding this aspect of the future of innovation. Discuss how this relates to the commentaries you have selected in terms of whether they support or add to the view of the commentator or possibly negate it.
3. Conclude the assignment with your reflections on your selected theme/commentaries, including suggestions for how you might have altered or added to the commentary. Outline your own view of what the future of innovation might be.
4. In week 3, we will use the class to discuss your findings so far and obtain feedback so come prepared to speak for 5 minutes on your assignment, preferably orally, but if you need, you may use a single (that is one only) powerpoint slide, followed by some questions from the class. Note that active participation in these question sessions will count towards your class participation mark.

Assignment Length: Between 2500 - 3000 words

2. Class Participation

Marks: 10%

All class members are expected to participate actively (but in a measured fashion) in class discussions of readings, session materials, guest lecturers and discussion sessions related to the assignments. Courtesy to other classmates, in terms of respecting their opinions and allowing all to have a chance to participate, is also expected during these discussion times.

3. Entrepreneurship Research Report

Marks: 60%

We are going to conduct a research project together exploring some interesting aspects of entrepreneurship. There are two themes from the literature that we will explore and you can select either or both (as they can be related) for your own report.

1. How do entrepreneurs view risk, uncertainty and ambiguity and are they more tolerant of these than non-entrepreneurs?
2. Do entrepreneurs discover or create opportunities and how do they plan to realise these opportunities?

The research process will progress as follows:

1. Some preliminary literature on the topics will be provided but you will also need to do some searching yourselves to augment this for your final project report.
2. We will discuss the preliminary literature and the set of interview questions in week 5. You will also be introduced to the ambiguity tolerance instrument, a standard set of questions designed to test this trait, which we will be using as part of the project. The class will complete this instrument in week 5 to compare results with the entrepreneurs and your own research subjects. We will also look at the information sheet and consent form that has HEC approval.
3. We will gather data in several ways:
 - You will each search for secondary data (ie media reports, web searches) about the entrepreneurial experiences of the guests, preferably before the class to help with your engagement in the discussion.

- We will send the ambiguity tolerance standard question sheet to the entrepreneurs prior to the session and ask them to complete it before they arrive.
- The guest will spend about 30 minutes outlining their entrepreneurial experiences. Note that they will know of our interest in the two themes as they will be described in board terms in the information sheet provided before the session.
 - We will then interview the guest with our standard set of questions but please be prepared to ask follow up questions (as part of class participation).
 - The sessions will be recorded (with the guest's permission) and you will be provided with the transcripts as primary data sources for your project. NB. You must **NOT** contact the entrepreneur following the session prior to the hand in of your report without the express permission of the course coordinator.
 - You may also administer the standard set of questions and/or interview acquaintances (nor more than 5 interviews) that you think are either entrepreneurial or otherwise, to augment that classroom generated data, but only if the subject has read the information sheet, agrees to the conditions and signs the consent forms. These forms must be submitted as part of the report submission.

Assignment Length: Maximum 5000 words

Handing in assignments

Assignments should be dropped in to the VMS reception on the 10th floor of Rutherford House (Pipitea Campus) in hard copy form 5pm on the due date. Students should also send an electronic copy of their work to sally.davenport@vuw.ac.nz by the same time and date. Students should keep an electronic copy 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.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- Attend at least 9 out of the 12 class sessions (unless permission is granted from the course coordinator for extraordinary circumstances); and
- Submit both assignments within the allowable timeframe (see Penalties section below (i));

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 & 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 (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, e.g. 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. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. 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 (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.victoria.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

MGMT413_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.

Class Representative

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

Use of 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/academic.aspx>

Faculty of Commerce and Administration Offices

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

Manaaki Pihipihinga Programme

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

Victoria Management School

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Assignment 1: Reflecting Upon the Future of Innovation

MARK SHEET

Student:

Grade:

A. Assignment Criteria Addressed: Poorly (1)Adequately (3)....Very well (5)

1. Commentary theme described:

2. Academic literature review:

- a) adequate level of coverage
- b) related to commentary theme
- c) describes relevant issues

3. Personal reflections:

- a) on content of commentary
- b) own view of future of innovation

4. Overall presentation of report:

- a) logically argued
- b) structured appropriately
- c) word length adhered to

B. Specific Comments:

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Entrepreneurship Research Report

MARK SHEET

Student:

Grade:

A. Assignment Criteria Addressed: Poor (1)Satisfactory (3)....Excellent (5)

1. Explanation of approach to research question/s:
2. Academic literature review:
 - a) related to question/s
 - b) identifies key issues
 - c) appropriate acknowledgement of sources etc
3. Use of primary data:
 - a) description of research methods/acquisition of data
 - b) appropriate use of data to illustrate points
- 4) Discussion/Conclusions
 - a) discussion relates literature to analysis of data
 - b) conclusions drawn logically from literature & discussion
 - c) (optional) acknowledgement of any possible weaknesses/inconclusive results
5. Overall presentation of report:
 - a) logically argued
 - b) structured appropriately
 - c) word length adhered to

B. Specific Comments: