Victoria Management School

MGMT 413
INNOVATION & CHANGE MANAGEMENT

Trimester Two 2011

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Sally Davenport
Room: RH911, Rutherford House
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CO-LECTURER

Urs Daellenbach
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ADMINISTRATOR

Luisa Acheson
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Email: luisa.acheson@vuw.ac.nz

Class Times and Room Numbers

Lecture: Tuesday 9.30-12.20 am, Railway West Wing, RWW 220

Trimester Teaching Dates: Monday 11 July to Friday 16 October 2010
Start Date: Tuesday 12 July.
(NB. There is no final examination for this course)

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

Introduction

An advanced level consideration of topics such as new ventures, entrepreneurship, new product development, intrapreneurship, creativity, change and organisation development. In 2011, 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

All objectives are covered by lecture content and performance is assessed through class participation and 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. You will be expected and encouraged to work in groups on in-class tasks; however assignments must be individual submissions. Please do not loan out your completed assignments to current class-mates or other students in future.
### Course Schedule for MGMT 413

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

Readings will either be given out in class (and can be provided electronically if you bring a memory stick) 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.

15. Gilsing, Lemmens & Duysters, Strategic Alliance Networks and Innovation : A Deterministic and Voluntaristic View Combined, Technology Analysis & Strategic Management, 19, 227-249.
Assignment Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Title</th>
<th>Weight</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Reflecting Upon the Future of Innovation</td>
<td>30%</td>
<td>5pm, 5 August (electronic copy)</td>
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<tr>
<td>2</td>
<td>Class Participation</td>
<td>10%</td>
<td>End of course</td>
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<tr>
<td>3</td>
<td>Entrepreneurship Research Report</td>
<td>60%</td>
<td>5pm, 14 October (electronic copy)</td>
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<td>TOTAL</td>
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Assignment mark sheets are given at the end of the course outline.

1. **Assignment 1: Reflecting Upon the Future of Innovation**

   Marks: 30%

Assignment 1 pertains to the first two course objectives aimed at understanding the context of innovation. The Future of Innovation is the subject of the following website:

http://thefutureofinnovation.org/

On the website there are one page (about 800 word) 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

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. Class participation pertains to the sixth course objective.

3. Entrepreneurship Research Report

Assignment 3 pertains to the third, fourth and fifth course objectives which focus on the role of entrepreneurship within innovation and change. 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
Students should send an electronic copy of their work to sally.davenport@vuw.ac.nz by the time and date specified. A hard copy is also required but this can be brought to class on the following Tuesday. 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:
a. Attend at least 9 out of the 12 class sessions (unless permission is granted from the course coordinator for extraordinary circumstances); and
b. 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
Your class representative was elected at the start of the year, and that person’s name and contact details have been made 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.

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
Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study
Find out about academic progress and restricted enrolment at http://www.victoria.ac.nz/home/study/academic-progress.aspx
The University’s statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at http://www.victoria.ac.nz/home/study/calendar.aspx (See Section C).
Further information about the University’s academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx


Faculty of Commerce and Administration Offices
http://www.victoria.ac.nz/fca/studenthelp/

Te Putahi Atawhai
Maori and Pacific Mentoring Programme
http://www.victoria.ac.nz/st_services/tpa/index.aspx

Victoria Management School
MGMT 413 Innovation & Change Management

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:
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: